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ABSTRACT

Eleven units comprise this Consumer Mathematics course for secondary school students: Consumer Decision Making; Personal Transportation; Insurance; Credit; Banking; Investments; Income Taxes; Food, Clothing, Furniture, Appliances; Housing; Budgeting; and Travel. The introduction to the teaching guide for Consumer Mathematics includes a rationale for the course, a description of the organization of the course of study, a general statement of objectives, a recommended time schedule, a list of suggestions for implementation, and an annotated list of the three approved texts. Each of the eleven units contains the following: a statement of the purpose of the unit; instructional objectives; performance objectives; cross-references to approved texts; sample assessment measures and answers; suggestions to the teacher; a vocabulary list; a bibliography of books, periodicals, films, and kits; and appendices which include various tables and charts used with the assessment measures. (DT)

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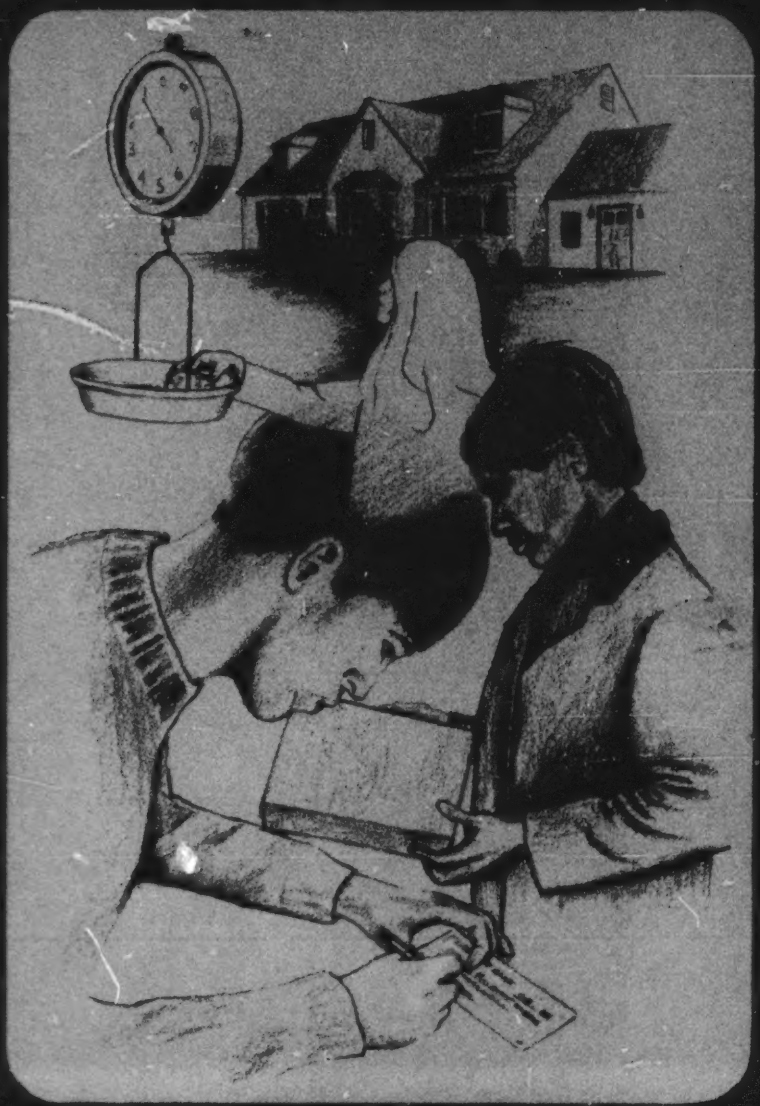

SE 022 516

COURSE OF STUDY

for

CONSUMER MATHEMATICS

Montgomery County Public Schools
Rockville, Maryland

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Rockville, Maryland

CONSUMER MATHEMATICS

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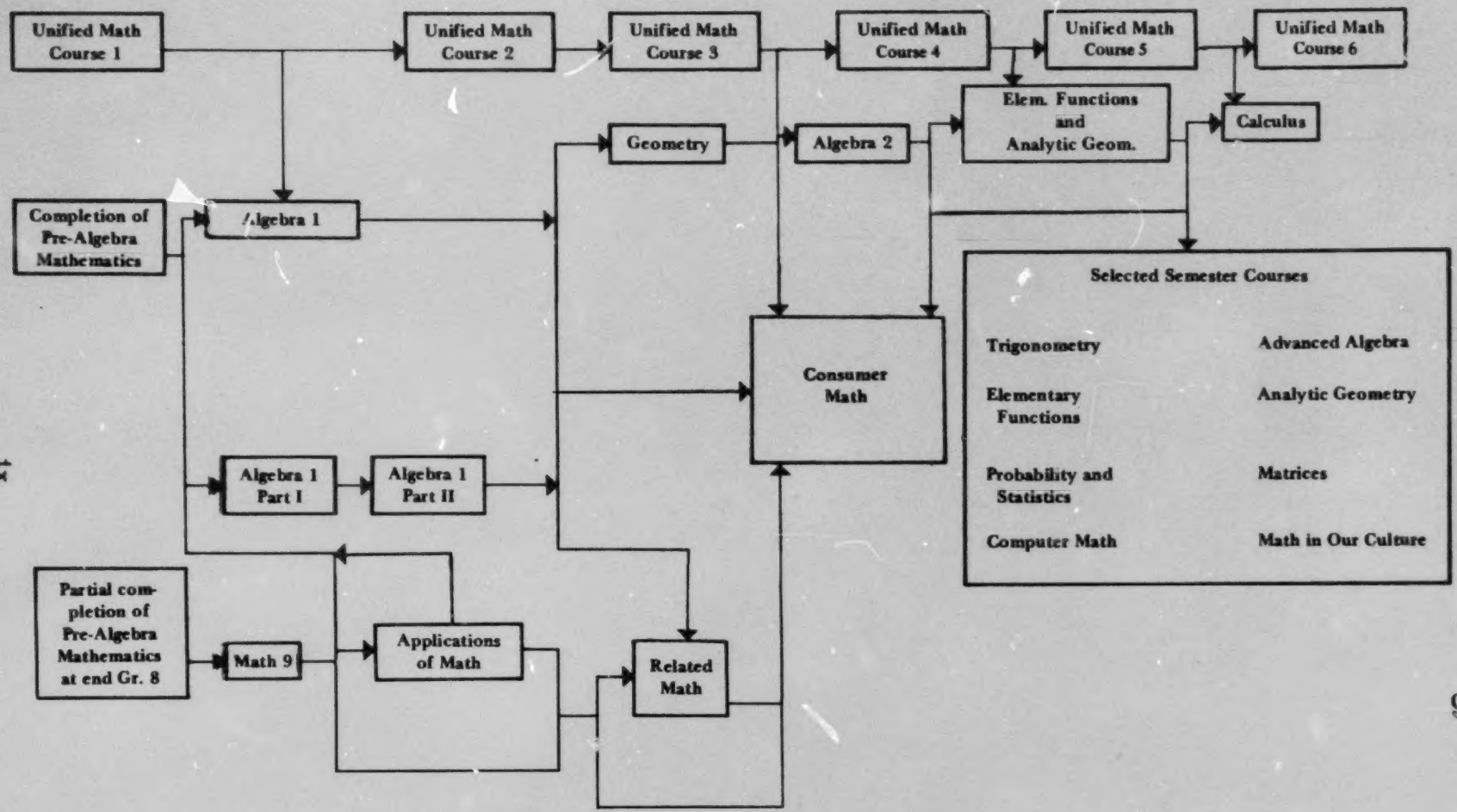
POINT OF VIEW FOR MATHEMATICS EDUCATION IN MONTGOMERY COUNTY

A provocative activity which teachers often use with pupils at various levels is that of trying to imagine a world without numbers--what would it be like? Such a world is quite difficult to imagine. The idea of number continues to play an important role in virtually all aspects of our world; and mathematics, therefore, constitutes a program of considerable importance in the schools.

As a discipline, mathematics is truly the art and science of abstraction. Characteristics of the physical world are converted into abstract ideas and symbols; these are then manipulated through mathematical operations to produce information and theorems about less easily observed aspects of the world. Recent evidence supports the contention that children's experiences with concrete materials are vital to their later conceptual development. The school program thus proceeds from the concrete to the abstract.

The concepts of mathematics acquire greater meaning when they can be applied to the world in which we live. Because the variety and extent of mathematical applications have grown so rapidly in recent years, it is impossible for any one person to be conversant with the entire field. The school program must therefore be developed so that mathematical applications are selected and presented as efficiently as possible and with the intent of challenging pupils at all levels to see mathematics as an independent discipline as well as a tool for the advancement of other disciplines.

MATHEMATICS PROGRAM PATTERNS CHART



INTRODUCTION

THE RATIONALE FOR CONSUMER MATHEMATICS

Rationale for high school mathematics curricula in America since 1930 has traced a somewhat circuitous path. During the period 1930 to 1950 there existed a strong emphasis on consumer-oriented education at the secondary school level. After 1950, however, with the realization of space-age technological lags, a heavy emphasis was placed in our schools on the mathematics necessary for research and development, and subject areas on consumerism received little or no attention in many secondary schools. Since the late 1960's the status of consumerism on a national level, as indicated by the appointment of presidential committees and a National Director of Consumer Affairs, has focused the attention of educators on the priority which should be given to the subject of Consumer Mathematics.

This course of study should assist the teacher in the organization of the topics of a strong consumer-oriented curriculum and its related mathematics.

ORGANIZATION OF THIS COURSE OF STUDY

The Introduction contains information which should provide the teacher of Consumer Mathematics with a perspective for teaching the course and for efficiently utilizing the contents of this document.

Eleven units comprise the suggested course outline. The interests and backgrounds of the students in the classroom may dictate expanding certain units or teaching additional units.

Each of the eleven units contains the following:

A. Intent (purpose of the unit of study)

B. Unit Instructional Objectives (the important, general outcomes expected of most students after completing the unit activities)

C. Unit Performance Objectives (specific learning behaviors which students should demonstrate as they progress through the unit activities; these behaviors should enable the student to achieve the stated unit instructional objectives; teachers should use the performance objectives to guide the planning of everyday classroom instructional activities)

D. Cross-References to Approved Texts (page numbers are cited in each approved textbook which support each unit performance objective)

E. Sample Assessment Measures; Answers (at least one assessment measure is stated for each unit performance objective; answers are given at the end of this section)

F. Suggestions to the Teacher (a listing of learning activities which the teacher may consider in planning the unit; a culminating activity is also included at the end of the list)

G. Vocabulary List (students need to understand the meanings of these terms and words if they are to participate effectively in the unit learning activities)

H. Bibliography - Periodicals - Films - Kits (listings of suggested reading materials, available films and filmstrips, and kits of instructional resources)

I. Appendices (various tables and charts used with assessment measures)

STUDENT AUDIENCE

Consumer Mathematics is an elective course intended for a broad range of eleventh and twelfth grade students. The content of this course is intended to be a cooperative decision-making process among students and their teachers, with the emphasis on student needs and interests. It is expected, however, that this content will be reflected within the purview of the eleven units outlined herein. The credit earned in this course is applicable to the Maryland credit requirements in mathematics for a high school diploma.

COURSE INSTRUCTIONAL OBJECTIVES

Upon completion of the course Consumer Mathematics, most students should be able to identify the role of the consumer. They should be competent in the determination, collection, and analysis of data necessary to make wise consumer decisions. The students should be able to demonstrate objective buying and the utilization of available consumer services. They should be able to effectively manage their personal finances. Of equal importance, the student should be able to correctly apply mathematical skills to consumer situations.

EVALUATION

The course outline provides assessment items for every unit performance objective. In each unit there is a section titled, "Suggestions to the Teacher." At the end of this section the teacher will find at least one suggested culminating activity. How this culminating activity is implemented has been left to the discretion of the teacher. A stricter delineation of the performance objectives into paper-and-pencil tests is the responsibility of the classroom teacher. Emphasis should be placed on the recommendation that the teacher provide evaluation criteria from a variety of student activities.

RECOMMENDED QUARTERLY SEQUENCE FOR CONSUMER MATHEMATICS

The following quarterly sequence of topics is recommended for the Consumer Mathematics course based on consideration of the elements of student interest and motivation, interrelationship of topics, and time orientation.

1st Quarter

Units 1. Consumer Decision Making
2. Personal Transportation

2nd Quarter

Units 4. Banking

5. Credit

6. Investments

3rd Quarter

Units 7. Income Taxes

8. Food, Clothing, Furniture, and Appliances

9. Housing

4th Quarter

Units 10. Budget

11. Travel

3. Insurance

SUGGESTIONS FOR IMPLEMENTATION

Consumer Mathematics must be responsive to student needs and concerns and short- and medium-range goals as opposed to long-range goals. The events of their lives presently provide immediate concerns, and it is on these concerns that the teacher should attempt to develop the program.

Many schools have adopted team efforts as a modus operandi in working for and with students. This method is highly recommended by the Committee for Consumer Mathematics. Since consumer education involves several fields, team teaching and/or planning is suggested wherever possible. Social studies, home economics, and business education are related disciplines for our program.

The Montgomery County Office of Consumer Affairs, acting in liaison with the Montgomery County Public Schools, has available many excellent aids and resources for both the teacher and the student. Publications of the Office of Consumer Affairs; publications of other organizations; Federal, State, and local government agencies and well-known consumer organizations; a consumer bibliography; consumer education materials and references; pamphlets and brochures on consumer problems; legislative information and indexes of names, addresses, and phone numbers of organizations and groups are all available at the Office of Consumer Affairs, 24 Maryland Avenue, Rockville, Maryland 20850.

Mrs. Barbara B. Gregg, Executive Director; Mrs. Judith Doctor, Consumer Education Specialist, and nine investigators, some of whom specialize in specific consumer areas are available for speaking engagements, consultation, and other services to help educate the alert and informed consumer. The Montgomery County Office of Consumer Affairs serves the consumer by investigation and conciliation of individual consumer complaints in Montgomery County, or if necessary, by using its enforcement powers of subpoena and cease-and-desist orders or law suits. Feel free to utilize their services as appropriate to your class activities.

ANNOTATION OF APPROVED TEXTS

Lankford, Francis G., Jr. and Coe, William E. Consumer Mathematics.
New York: Harcourt Brace Jovanovich, Inc., 1974

Covers both factual data and computational skills relevant to the unit topics. Eleven well organized chapters closely parallel the units outlined in the course of study. Time schedules, performance objectives, teaching suggestions, solutions to exercises are included in the Teacher's Manual.

Lewis, Harry. Mathematics for Daily Living.
Cincinnati, Ohio: McCormick-Mathers Publishing, Inc., 1975

Contains most of the units in the proposed course of study. Does not directly parallel the course of study, but the units may be taught out of sequence. Contains excellent sample situations. Each chapter contains an abundance of questions which allow the teacher a great deal of latitude. The main disadvantage is its lack of eye appeal.

Saake, Thomas F. Business and Consumer Mathematics.
Reading, Massachusetts: Addison-Wesley Publishing Co., 1973

First nine chapters (94 pages) are devoted to a review of basic mathematics. Almost all the objectives in the course of study are covered, but in an extremely jumbled fashion. Main advantage is the excellent graphic arts. Main disadvantages are the choppy way it is developed and a narrative approach in the sample situations which the committee felt was below the level of eleventh and twelfth grade students.

UNIT I

CONSUMER DECISION MAKING

A. INTENT

The purpose of this unit is to study the role and rights of a consumer. The unit topics should include what motivates and influences consumer decisions; advertising; promotional devices; fraud and quackery; consumer-aid agencies; legal aspects; and data analysis.

B. UNIT INSTRUCTIONAL OBJECTIVES

At the conclusion of this unit the student should be able to:

- recognize consumer rights and responsibilities
- given a consumer situation, identify and analyze the factors which should be considered prior to a decision

C. UNIT PERFORMANCE OBJECTIVES

The student will:

1. Identify factors motivating one to buy
2. Identify factors influencing what one buys
3. Describe various advertising techniques
4. Identify various sales promotional devices used by business firms
5. Identify possible fraudulent practices
6. Recognize aid available through various consumer agencies
7. Recognize various consumer legal rights
8. Determine relevant data, given a sample situation
9. Recognize the different types of random sampling
10. Construct bar, line, circle, picto- and rectangular graphs for given data
11. Determine the mode, median, and mean for a given set of data

D. CROSS-REFERENCES TO APPROVED TEXTS

Performance Objectives	Texts (By Author)			
	Lankford	Lewis	Saake	Other
1	none	none	none	383-397 Consumer Economic Problems
2	none	none	none	7th ed. (Warmke) (See Bibliography.)
3	none	none	none	"
4	none	none	none	"
5	none	none	none	"Protecting Family Healt & Security." Modern Consumer Ed. Kit (Bibl)
6	none	none	none	398-420 Consumer Econ. Prob. 7th ed. (Warmke)
7	none	133-134	none	"You & the Law," MCE Kit
8	5-7	none	none	
9	6-8	none	none	
10	10-12	none	82-96	
11	none	none	68-77	

E. SAMPLE ASSESSMENT MEASURES

1. PERFORMANCE OBJECTIVE I-1: The student will identify factors motivating one to buy.

Assessment Measures

a) Name five factors which motivate us to buy.

b) List five articles you have purchased in the last several months and what motivated you to buy each one.

2. PERFORMANCE OBJECTIVE I-2: Identify factors influencing what one buys

Assessment Measures

a) Name three influencing factors that determine what we buy.

b) List three of your recent purchases and identify any factors that may have influenced your decision to buy that particular item rather than a similar item.

3. PERFORMANCE OBJECTIVE I-3: Describe various advertising techniques

Assessment Measures

a) Match the various advertising appeals to their descriptions.

_____ (1) An idea that tends to produce other related ideas	(a) "Snob" appeal
_____ (2) The desire to do what our groups do	(b) Suggestion
_____ (3) The desire of an individual to follow the crowd	(c) Conformity
_____ (4) An appeal to emotion and imagination	(d) Imitation
_____ (5) An appeal to logical reasoning	(e) Association
_____ (6) A desire to excel or to be different	(f) Intellectual appeal

b) Describe in your own words the following appeals made through advertising techniques:

(1) Imitation	(4) Suggestion
(2) Conformity	(5) Intellectual appeal
(3) Association	(6) "Snob" appeal

c) List ten guides used in analyzing advertisements.

4. PERFORMANCE OBJECTIVE I-4: The student will identify various sales promotional devices used by business firms.

Assessment Measure

a) List four types of promotional devices used by business firms.

5. PERFORMANCE OBJECTIVE I-5: Identify possible fraudulent practices.

Assessment Measure

a) Name five typical gyps or rackets.

6. PERFORMANCE OBJECTIVE I-6: Recognize aid available through various consumer agencies.

Assessment Measure

a) Match the consumer problem with at least one consumer agency that can investigate the problem.

_____ (1) Problems involving mail	(a) Legal Aid Society
_____ (2) Problems involving any product or money fraud	(b) State Attorney General
_____ (3) Crooks and con men in your area	(c) Federal Trade Commission
_____ (4) Products made, sold, or advertised across state lines	(d) Police
_____ (5) Products made, sold, or advertised within your state	(e) Better Business Bureau
_____ (6) Any case where you need a lawyer and can't afford to pay	(f) Legal Services
	(g) Post Office
	(h) Office of Consumer Affairs
	(i) Interstate Commerce Commission

b) Name the four goals aimed for by the Better Business Bureau in eliminating causes of customer complaints against businesses.

7. PERFORMANCE OBJECTIVE I-7: The student will recognize various consumer legal rights.

Assessment Measures

a) Describe in your own words the Truth-in-Lending Act of 1969.

b) (1) What is a contract?

(2) What is a breach of contract?

(3) What are the essential elements of a contract which are legally required?

8. PERFORMANCE OBJECTIVE I-8: Determine relevant data, given a sample situation.

Assessment Measures

a) A medium-size tube of toothpaste cost 63¢ and the large family size sells for 89¢. What would you need to know to determine which tube is a better buy?

b) Mike Quill announced to the class: "The average income of boys who graduate from high school is higher than the average income of boys who drop out of school before graduation." In order to determine whether Mike's statement is correct, what data would you need to collect?

9. PERFORMANCE OBJECTIVE I-9: Recognize the different types of random sampling.

Assessment Measures

a) Suppose you wish to conduct a poll of students at a 4-year high school to determine how many of them smoke. There are 1500 students in the school, and you want to use a 30% stratified random sample. Fill in the following table as to how many students at each grade level you would need to have in your sample:

Grade	No. of Students	Percent of School	No. in Sample
9th Grade	450	1)	5)
10th Grade	420	2)	6)
11th Grade	330	3)	7)
12th Grade	300	4)	8)
TOTAL	1500	100%	

b) Describe the difference between simple and stratified random sampling.

10. PERFORMANCE OBJECTIVE I-10: The student will construct bar, line, circle, picto- and rectangular graphs for given data.

Assessment Measures

a) Mary Runion estimates that since gasoline prices have gone up, it now costs her 20¢ a mile to drive her automobile. The cost is distributed as follows:

Depreciation	6.0¢
Gasoline	8.0¢
Insurance	1.5¢
License and tags	.7¢
Taxes	.8¢
Maintenance	3.0¢

Construct a circle graph to illustrate this relationship.

b) Construct a vertical bar graph illustrating the following information:

PER CAPITA CLOTHING EXPENDITURES

Urban U.S. Spending for Apparel by Age and Sex

Age	Male	Female
2 - 5	$ 98	$110
6 - 11	148	170
12 - 15	200	270
16 - 17	260	345
18 - 24	270	355
25 - 64	248	290
65 & over	120	140

II. PERFORMANCE OBJECTIVE I-11: Determine the mode, median, and mean for a given set of data

Assessment Measures

a) Ten girls swam the 50-meters freestyle. Their times in seconds were as follows: 35, 42, 47, 32, 36, 42, 40, 35, 42, 46.

(1) What was the mode time of the group?

(2) What was the median time of the group?

(3) What was the mean time of the group?

b) On a test containing 20 points, the scores of the class were as follows:

3 scored 5 points
1 scored 8 points
7 scored 10 points
2 scored 13 points
6 scored 15 points
9 scored 18 points
2 scored 19 points
1 scored 20 points

(1) What is the mode number of points scored?

(2) What is the median number of points scored?

(3) What is the mean number of points scored?

c) Match the <u>average</u> to its method of determination.

_____ (1) Mode

_____ (2) Median

_____ (3) Mean

(a) Represents the number that is midway in the group of numbers being considered

(b) Represents the number that appears most frequently in the group of numbers being considered

(c) Represents the number you find by adding all the scores and dividing this sum by the number of scores

ANSWERS TO ASSESSMENT MEASURES

1. a) appetite
comfort and rest
exercise
self-preservation and safety
} physical well-being
creativity and do-it-yourself projects
recognition
knowledge
beauty
recreation
financial gain
convenience of payments

b) Answers will vary.

2. a) advertising techniques
media solicitation
brand names
attractive, colorful, convenient packaging

b) Answers will vary.

3. a) (1) e
(2) c, d, e
(3) d, c
(4) b
(5) f
(6) a

b) (1) Individual follows the crowd - copies.

(2) Do what our groups do - leads to group buying.

(3) An idea tends to produce other related ideas--e.g. a beautiful girl uses a particular soap--perhaps to be beautiful we just have to use this soap.

(4) Idea appeals to emotion and imagination.

(5) Technique requires logical reasoning before decision.

(6) Product fulfills desire to be different.

c) (1) Do I need the item?

(2) What does the product contain and how is it made?

(3) Is the product beneficial?

(4) How commercial is the product?

(5) How long will the product last?

(6) How does its price compare with the prices of similar products?

(7) Does the item carry any seals identifying its quality?

(8) What proof is used to back up the statements?

(9) Are there any service or maintenance problems?

(10) Are any of the advertising statements evasive or misleading?

(11) Does the advertisement appeal to your intelligence?

(12) Does the ad make you feel confident that, if you buy, you will be satisfied?

4. a) discounts
sales
welcome wagon
referral sales
trading stamps
contests, prizes

5. a) (1) Door-to-door salesman who asks for the names of friends and relatives who might buy his product

(2) Misleading advertising

(3) Wholesale prices

(4) Free gimmicks

(5) Some "Cancel-at-any-time" or "Money-cheerfully-refunded" promises

(6) Bait-and-switch tactics--services advertised at ridiculously low prices and then discouraged in favor of higher priced services

(7) Lucky Winner contest

(8) Home improvement racket

(9) Scare techniques

(10) Wonder cures and devices

(11) Special introductory prices

(12) Chain letters

6. a) (1) g, d
(2) e, h
(3) d, e
(4) c, i
(5) b, e, h
(6) a, f, h

b) (1) Prevent unfair treatment

(2) Promote fair advertising and selling practices

(3) Promote informative advertising

(4) Prosecute for fraud

7. a) Truth-in-Lending Act requires merchants and lenders who extend credit to provide to the customer full disclosure of credit costs and terms.

b) (1) An agreement between two parties that creates rights and obligations which can be enforced in a court of law

(2) Failure of a party to an agreement to carry out his part of the agreement

(3) Essential elements:

(a) Mutual agreement
(b) Consideration (the price paid for binding promise)
(c) Competency (legal age)
(d) Legality and form (contract must be legal itself - not harmful, etc.)

8. a) (1) How many ounces are in each tube

(2) The cost per ounce of each tube

(3) Difference in cost per ounce

b) (1) The income of all boys who graduated from high school

(2) The income of all boys who dropped out of school before graduation

(3) The age limits involved

9. a) (1) 30%
(2) 28%
(3) 22%
(4) 20%
(5) 135
(6) 126
(7) 99
(8) 90

b) Simple random sampling: Every item in a group has an equal chance of being selected. (Ex.: Drawing names from a hat.)

Stratified random sampling: Before sample, it is necessary to:

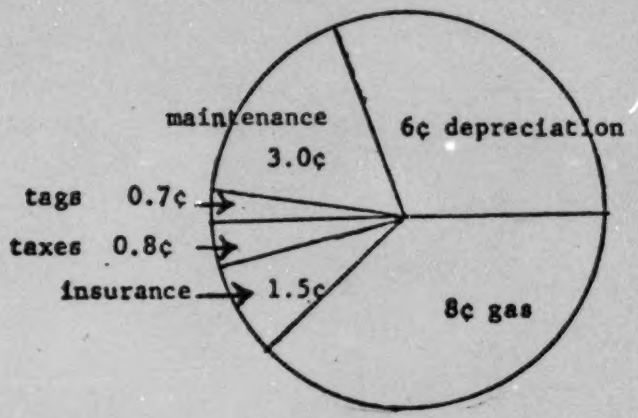
(1) Determine from the total population the actual number to be sampled

(2) Decide on various groups that are representative

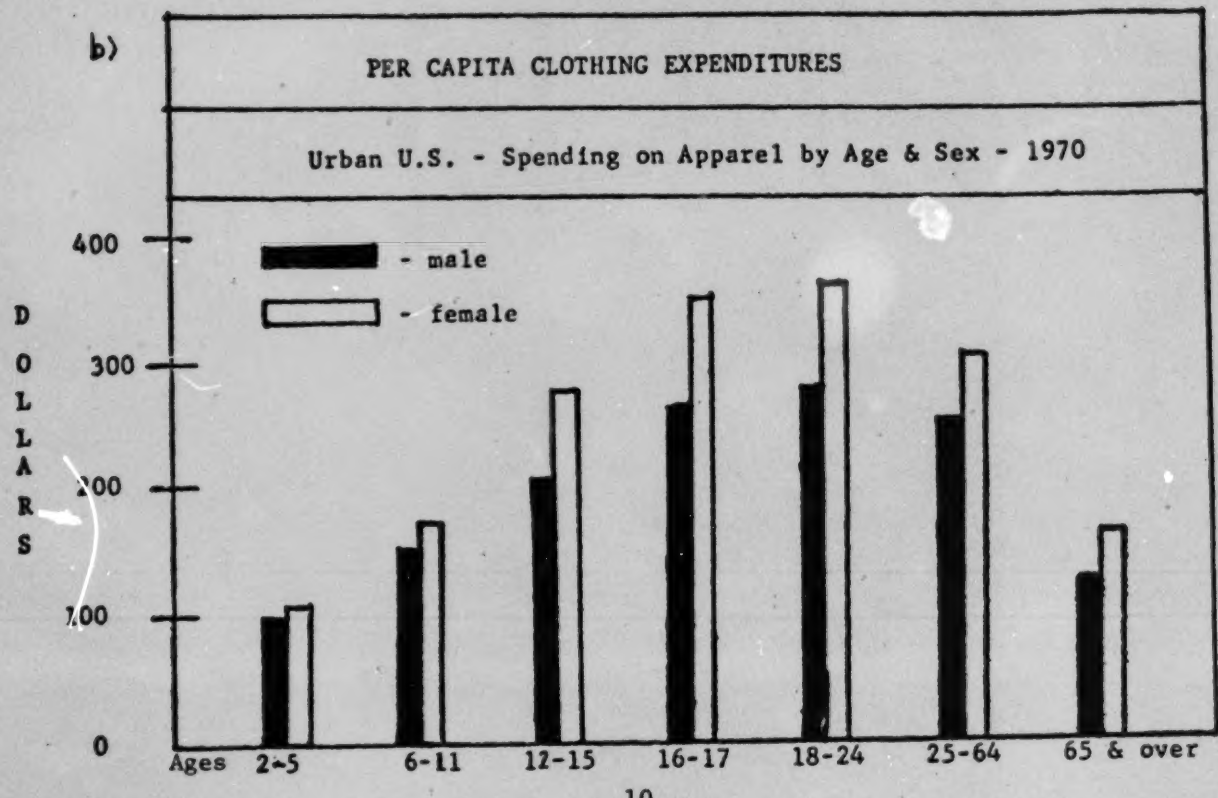
(3) Determine what percent of the total population each group represents

(4) Select at random from each group the same percent of the sample population as that group represented of the total population

10. a)



b)



11. a) (1) 42
(2) 41
(3) 39.7

b) (1) 18
(2) 15
(3) 13.84

c) (1) b
(2) a
(3) c

F. SUGGESTIONS TO THE TEACHER

At the conclusion of each suggestion the reader will find one or more numbers in parentheses. These numbers relate to the unit performance objectives of section C. The methods suggested are meant to enhance instruction for those specific objectives.

1. Have a class discussion on various items the students might purchase, such as stereos, cars, and clothing, where they determine what motivates and influences their decisions to buy or not to buy, as well as what they buy. (1,2)

2. Have pupils write an advertisement in a form which would appeal to teenagers. (1, 2, 3)

3. Investigate the cost of advertising.

   a) Get prices of newspaper and magazine space.

   b) Get prices of radio and television time. (1, 2, 3)

4. Have students bring to class several advertisements representing various advertising appeals. Possibly make a bulletin board of the different groupings. (1, 2, 3)

5. Analyze advertisements of goods. Determine whether data is relevant. (1, 2, 3)

6. Tape some commercials and bring them to class to have students evaluate. (1,2,3)

7. Have students act out a simple "commercial" in class. Determine if this is an effective advertisement. (1, 2, 3)

8. Develop a "Consumer's Guide to Advertising." (1, 2, 3)

9. Have students role-play the parts of a consumer and a salesperson. (4, 5)

10. Compare prices of gasoline in a station offering trading stamps and in one which does not offer stamps. Discuss why many stores have dropped the use of stamps as a sales gimmick. (4)

11. Examine the yellow pages of the telephone directory to locate goods and services. (1, 2)

12. Have the class discuss the satisfaction and savings from making articles themselves. (1, 2)

13. Debate pro and con: "You should patronize your neighborhood store." (2)

14. Write to one or two of the associations that utilize seals and ask what standards are used. (6)

15. Plan a field trip to the Bureau of Standards. They have an Open House during the school year.

16. Set up committees to check on the following (Home Arts teacher can assist):

    . grades of beef
    . grades of poultry
    . grades of eggs
    . grades of carpeting
    . lines of tires
    . standards for fuel, oil, and gasoline
    . guarantees of new and used automobiles, tires, and batteries
    . determine meaning of labels on shirts, blouses, and dresses
    . what do labels tell about shrinkage
    . what do labels not tell
    . meanings of pull dates on eggs, milk, etc. (2)

17. Using s= supply, d= demand, p= price, discuss and complete the following formulas:

    s↑ d↓ = p?

    s↓ d↑ = p?

    s→ d↑ = p?

18. Suggested speakers:

    . advertising manager of a local paper (Editor of Action Line)
    . agent from Better Business Bureau
    . representative from Consumer Affairs
    . lawyer or student lawyer
    . automobile salesman
    . Welcome Wagon representative
    . public relations person from a department store
    . Home Arts teacher
    . representative from TV station

19. Refer to the MCPS Guide for Science, Technology & Society unit on "Privacy and Communication." (AAAS & MCPS for additional information. Source: Your Resource Teacher or the Department of Curriculum and Instruction, Washington Center)

20. Suggested Culminating Activity

a) Give the students a consumer situation. Ask them to identify and analyze the factors which should be considered prior to making a consumer decision.

b) Many consumer-oriented conflicts between consumers and merchants are disputed in the Small Claims Courts within the purview of the county court system in Maryland, Virginia, and the District of Columbia. Students could consult with the Clerk of the Court preparatory to preparing a summary of such cases over a two- or three-month period of time.

G. VOCABULARY LIST

advertising
average
breach of contract
contract
depreciation
fraud
graphs
  bar
  circle
  line
  picto-
  rectangular
mean
median
mode
motivation
normal
promotional devices
random sampling
  simple
  stratified
relevant data
representative sample
responsibility
right
quackery
Truth-in-Lending Act

H. BIBLIOGRAPHY

Books

Aaker, David A. Consumerism: Search for Consumer Interest. New York: Macmillan, 1972. $10.95, paper $4.95 (Journal of Home Economics 2/72, p. 71)

Includes information about branding, misleading advertising, Truth-in-Lending Act, packaging, purchasing transaction, fraudulent selling practices, pricing, trading stamps, warranties, and service product liability; also a section on ghetto consumer problems.

Klamkin, Charles. If It Doesn't Work, Read the Instructions. New York: Stein and Day, 1970. 191 pp., $4.95 (Senior H.S. Catalog, 1972, p. 183)

Puts the buyer on guard before purchasing major electrical appliances such as shoddy design, costly frills, conflicting warranty claims, cost of financial arrangements, fraudulent sales pitches, and the like.

Markel, Lester. What You Don't Know Can Hurt You; A Study of Public Opinion and Public Emotion. Washington, D.C.: Public Affairs Press, 1972. 288 pp. $7.50 Booklist 9/1/72, p. 13)

"Suggests in layman terms that enlightened public opinion is not yet achieved in the U.S. because communicators are not supplying reliable information to the public..."

Nadel, Mark V. Politics of Consumer Protection. New York: Bobbs-Merrill, 1972. 257 pp., $8.50 (Journal of Home Economics 10/72, p. 74)

Gives history of consumer protection policy, critical analysis of the role of Congress and executive agencies in consumer protection, examination of the role of the press, new consumer advocates. Has case studies and development of current interest in consumer issues.

Rosenbloom, Joseph. Consumer Complaint Guide. 886 Third Avenue, New York: CCM Information Corporation, 1971 Paper $2.95 (Booklist 4/15/73, p. 794)

Ross, Donald. A Public Citizen's Action Manual. New York: Viking, 1973. 256 pp., $5.95, paper $1.95 (Library Journal 6/15/73, p. 1903)

Gives guidelines for exercising citizen power drawing upon Nader associated groups. Lists specific action projects such as health care, consumer abuses, equal opportunity, and others.

Sanford, David. Who Put the Con in Consumer? New York: Liveright, 1972. 166 pp., $5.95, paper $2.95 (Booklist 9/15/72, p. 60)

Discusses food corporations, automobile manufacturers, industry, truth in packaging, leases, misrepresentation in advertising, drugs, planned obsolescence, and politics in the market - while pointing out ways the consumer can avoid pitfalls.

Schrag, Philip G. Counsel for the Deceived; Case Studies in Consumer Fraud. Brooklyn, New York: Pantheon Publishing Co., 1972. 200 pp., $6.95 (Library Journal 5/15/72, p. 1805)

Shows the consumer's frustrations when dealing with fraud through case studies.

Stevens, Paul. I Can Sell You Anything: How I Made Your Favorite TV Commercials with Minimum Truth and Maximum Consequences. New York: McKay, 1972. 245 pp., $5.95(Booklist 4/15/73, p. 783)

Discusses the basic elements used in producing advertising, explains why advertising works, and counsels people in the recognition of consumer fraud. Also calls attention to products and services represented by honest advertising. Included is an illustrated quiz for testing the reader's acuity.

Thurow, Lester C. Impact of Taxes on American Economy. New York: Praeger, 1972. 171 pp., $11.50 (Library Journal 11/15/74, p. 163)

Examines revealing study of the limits of existing tax structure and range of issues that make up the tax policy on Federal, state, and local levels.

Trump, Fred. Buyer Beware. New York: Abingdon, 1965. 207 pp., $3.50 (Senior High School Library Catalog, 1972, p. 75)

Warns against confidence games, fake guarantees, magazine salesmen, home-work schemes, home improvement rackets, repair rackets, estate and insurance trickery. Discusses where to go for assistance.

U.S. Department of Agriculture. Consumers All. (Yearbook of Agriculture) Washington, D.C.: U.S. Government Printing Office, 1965. 496 pp., $2.75 (Senior High School Library Catalog 1972, p. 183)

Tells about buying, using, or making food, clothing, household furnishings, managing money, caring for yards, gardens, etc.

U.S. Office of Consumer Affairs. State Consumer Action: Summary 1971. Washington, D.C.: U.S. Government Printing Office, 1972 (S/N 4113-0001) 129 pp., $1.25 (Booklist 1/15/73, p. 474)

"Highlights legislation and judicial decisions during 1971 on consumer problems in states and municipalities. Arranged by broad subjects from advertising to warranties and guarantees. State Index."

Warmke, Roman F., et al. Consumer Economic Problems, 8th ed. Cincinnati, Ohio: South-Western Pub. Co., 1971. Text $6.68 (approved MCPS textbook)

Watkins, A.M. The Homeowner's Survival Kit. New York: Hawthorn Books, 1971. 224 pp., $6.95 (Library Journal Book Review 1971, p. 268)

Deals with general household costs and how to reduce them: such as monthly utility bills, telephone, home repairs, heating, air-conditioning, property insurance, taxes, etc.

Wilson, W. H. and Eyster, E. S. Consumer Economic Problems, 7th ed. Cincinnati, Ohio: South-Western Pub. Co., 1966 (approved MCPS textbook)

Periodicals

American College of Surgeons. Yes, But How Much Is It Going to Cost? 55 E. Erie St., Chicago: American College of Surgeons, N. D. 3 pp., 10¢ (Booklist 4/15/73, p. 797)

Addressed to the layman, and advises him regarding cost of the medical operation beforehand.

Consumer News. Office of Consumer Affairs. New Executive Office Building, Washington, D.C. 20506 ($1 year, bi-monthly)

Provides up-to-date information on manufacture recalls, and gives the name of the product and the reason for recall.

U.S. Office of Consumer Affairs. Forming Consumer Organizations. Washington, D.C.: U.S. Government Printing Office, 1972. (S/N 4000-0252) 42 pp., 35¢

Instructions on how to form voluntary organizations; how to operate the organization; and how to keep it operating.

Films in Montgomery County Film Library (available through booking)

#5179 Campaign: American Style. 39 minutes, color

Compares political campaigns in America to advertising techniques used to sell products. Shows candidate "packaged and sold" like a commercial product.

#5600 Consumer Power: Advertising. 22 minutes, color

Discusses how advertising encourages the consumer to consume more than he needs and how necessary it is for a free-enterprise economy. Explains the role of private and public consumer protection agencies.

#2581 Introducing the Price System. 30 minutes b/w

Shows how change in consumer tastes results in changes in the goods that are produced, how produced, and for whom produced. (Indiana Univ.)

Films, Other (Free from Modern Talking Picture Service, Inc.
2000 L Street, N.W. Washington, D.C. (201-659-9234)

#4177 The Lasting Medium. 1 minutes, color

Explains specialty advertising.

#4846 You'll Earn It. 25 minutes, color

Covers deceptive practices (cars), consumer aids, comparative buying, credit, and decisions.

Kits

The All-American Consumer. Santa Ana, Cal.: Doubleday Multimedia (Consumer Education Series) Filmstrip/record 73011; w/cassett 73012. 12 minutes, color

What happens before the consumer learns about a product.

Buyer Beware! Pleasantville, N.Y.: Guidance Associates, 1972. Filmstrip/record 9A-403640; w/cassette 9A-403657. 56 f/8 minutes, color

Probes a wide variety of fraud and misrepresentation commonly found in advertising, labeling, etc.

The Consumer and the Government. New York: McGraw-Hill Films (Consumer Education Series) Filmstrip/record/cassette. 18 minutes, color
Single 102343-7 $14.50; Series 103439-0 $78/$90

Rights and responsibilities, laws, government protection, regulatory actions of various commissions.

Consumer at Large. Chicago: Coronet Films, 1972. 6 filmstrips/records/cassette 5181 Guide w/records $58; w/cassette $73.

Humorous, instructive, and well organized. Titles are: Budget Blues, Everyday Shopping Savvy, Buying the Big Ones, Shopping for Services; Cash, or Credit; Nurturing a Nest Egg. (Booklist 3/1/73, p. 641)

Decisions, Decisions. Santa Ana, Cal.: Doubleday Multimedia. (Consumer Education Series) Filmstrip/record 73031; w/cassette 73032. 13 minutes, color

Decision making, wide food shopping, credit, and getting the most for your money.

How to be a Loser. Santa Ana, Cal.: Doubleday Multimedia (Consumer Education Series). Filmstrip/record 73061; w/cassette 73062. 17 minutes, color

Spectrum of swindling techniques.

The Law and Your Pocketbook. Santa Ana, Cal.: Doubleday Multimedia (Consumer Education Series). Filmstrip/record 73001; w/cassette 73002. 15 minutes, color

Unethical advertising and salesmanship. Ways to regain an investment in a fraudulent or defective purchase.

Let the Buyer Beware. New York: McGraw-Hill Films. Consumer Education Series). Filmstrip/record/cassette 103442. Single 102345-9 $14.50/$15.50. Series 103439-0/10342-9 $78-$90. 18 minutes, color

Relationship of supply and demand and price. Pros and cons of advertising. Social cost of consumption.

Modern Consumer Education. New York: Grolier Educational Corporation. 6 modules with varying numbers of filmstrips/cassettes, instructional manual, booklets, supplementary materials.

Titles include: Food, Clothing, and Shelter, 1 cassette $44; Cars, Furniture, and Appliances, 2 cassettes $48; Protecting Family Health and Security, 3 cassettes $52; You and the Law, 1 cassette $38; Ways to Handle Money, 1 cassette $42; Ways to Shop, 2 fs/4 cassettes $72.

Money Well Spent. Pleasantville, N.Y.: Guidance Associates. Filmstrip/record 403525 $17.50; w/cassette 403 517 $19.50. 8 minutes, color

Describes vastness of economy, relationship between buyer and advertiser, sales appeal, importance of digging information from ads and labels.

UNIT II - PERSONAL TRANSPORTATION

A. INTENT

The purpose of this unit is to study the purchase, operation, and maintenance costs of new and used automobiles, bicycles, and motorcycles. The unit topics include financing, inspection, taxes and tags, accessories, warranties, insurance, mileage, and depreciation of these vehicles. Cost comparisons among public forms of transportation, renting, leasing, and privately owned vehicles should be made.

B. UNIT INSTRUCTIONAL OBJECTIVES

At the conclusion of this unit, the student should be able to:

- determine the factors involved in the need for personal transportation
- analyze the factors necessary to consider in purchasing and ordering a vehicle

C. UNIT PERFORMANCE OBJECTIVES

The student will:

1. Compute expenses involved in purchasing a vehicle (new and used automobiles, bicycles, motorcycles, etc.)
2. Compute some methods of financing a vehicle over a period of time
3. Compute the operating cost of a given vehicle over a given period of time
4. Compute the depreciation cost of a vehicle
5. Compute the maintenance cost of a given vehicle
6. Describe the three coverages associated with liability insurance
7. Distinguish among collision, comprehensive, and liability insurance coverages
8. Compare the costs of renting a car with the costs of owning a similar car
9. Compare public transportation costs with ownership costs

D. CROSS-REFERENCES TO APPROVED TEXTS

Performance Objectives	Texts (By Author)		
	Lankford	Lewis	Saake
1	39-47	none	none
2	47-49	1-10	264-267
3	50-51, 55-56 62-64, 60	26-32	none
4	56-58, 60	54-57	none
5	58-61	none	none
6	50-51	11-20	272-273
7	50-55	11-26	268-278
8	65-67	62-65	none
9	69	73-83	none

E. SAMPLE ASSESSMENT MEASURES

1. PERFORMANCE OBJECTIVE II-1: The student will compute expenses involved in purchasing a vehicle (new and used automobiles, bicycles, motorcycles, etc).

Assessment Measures

a) Compute the license fee, ownership fee, sales tax, and total amount paid on a 3000-lb., 2-year-old automobile selling for $2300.

Information for License Fees

Weight	Rate
Under 3300	$20.00
3300 and over	30.00

Sales Tax - 4%

Ownership Fees

Age	Rate
New	3% of 70% of list price
1 yr.	3% of 60% of list price
2 yrs.	3% of 50% of list price
3 yrs.	3% of 40% of list price
4 yrs.	3% of 30% of list price
5-9 yrs.	3% of 15% of list price
10 and over	$3.00

b) Compute the total cost, including registration fee and sales tax of a 10-speed bicycle selling for $169.00.

Information

registration fee - $.50
sales tax - 4%

2. PERFORMANCE OBJECTIVE II-2: The student will compute some methods of financing a vehicle over a period of time.

Assessment Measures

a) Glenn Jerome found a car he wanted to buy for $3200. After a trade-in value of $1500, Glenn borrowed the remainder from a bank for a period of 24 months. The bank will charge him $182.75 interest for the 24 months.

(1) How much money did Glenn have to pay back?

(2) What rate of interest did he pay? (Glenn did not have to buy insurance on this loan.)

b) Gary Magill wants to buy a 125 cc Suzuki motorcycle for $600. Gary plans to pay $100 per month plus 1% on his unpaid balance. How much will he have to pay back? How much interest must he pay?

3. PERFORMANCE OBJECTIVE II-3: The student will compute the operating cost of a given vehicle over a given period of time.

Assessment Measures

a) Operating costs of a vehicle are the necessary costs you have to pay before you are ready to drive your car. Such costs are those for insurance, gasoline, and oil. Compute the day-to-day operating cost of an automobile for one year, given the following information:

Insurance: $40 quarterly
Gas: 13 gallons per week are used. Average cost is 65¢ per gallon.
Oil: 1 qt. has to be added every 500 miles at 90¢ per qt.
Miles driven: 20,000

b) Pam Hathorn is a saleswoman for Bobbie Brooks. She drives her car approximately 45,000 miles each year. Ms. Hathorn finds that her car averages 15 miles for each gallon of gasoline and 750 miles for each quart of oil. Answer the following questions:

(1) If the average price per gallon of gasoline she purchases is 64.9¢, what is the total amount she spends on gasoline during the year?

(2) If the average price per quart of oil she purchases is 95¢, what is the total amount she spends on oil during the year?

(3) Ms. Hathorn's insurance policy is $105 bi-annually. What is her total insurance premium for the year?

4. PERFORMANCE OBJECTIVE II-4: The student will compute the depreciation cost of a vehicle.

Assessment Measures

a) A car driven 20,000 miles depreciated $1100. Find the depreciation per mile.

b) A new 10-speed bicycle purchase price is $120. After two years of riding the bike, the owner sold it for $80.

(1) What is the amount of depreciation on the bike?

(2) What is the average yearly depreciation?

5. PERFORMANCE OBJECTIVE II-5: The student will compute the maintenance of a given vehicle.

Assessment Measures

a) Debbie Davis is concerned with the maintenance costs of her car. She knows that every 30,000 miles she changes tires; every 4000 miles she changes oil, oil filter and lubricates; and that miscellaneous repairs are approximately $.007 per mile. If Debbie had all these services done on the same date and it's now 30,000 miles later, how much has she paid, including new tires, for maintenance (the miscellaneous repair cost)?

Information:

Tires - $33.50 each
Oil, oil filter, lubrication - $10.75 (including tax)
Sales tax - 4%

b) Find the cost of a set of four recapped tires if each tire costs $8.65 plus federal excise tax of $1.87 each and 5% sales tax. Add a $2 charge for one extra carcass because only three old tires were turned in.

6. PERFORMANCE OBJECTIVE II-6: The student will describe the three coverages associated with liability insurance.

Assessment Measures

a) In 20/40/5 liability coverage, which number stands for:

(1) coverage against injury to more than one person

(2) coverage against injury to one person

(3) coverage against property damage

b) Robin Walther has 10/20/5 liability coverage. She has an accident that is her fault. The driver of the car she hit was hurt. The driver sues Robin for $15,000. Describe which section of her liability covers this and how much of it is covered.

c) Match the following:

(1) (2) (3)
20/40/10

(1) _____

(2) _____

(3) _____

(a) Bodily injury liability - covers, up to a limit, all injuries to more than one person

(b) Property damage liability - covers, up to a limit, damages to the other car

(c) Bodily injury liability - covers, up to a limit, injuries to one person

7. PERFORMANCE OBJECTIVE II-7: The student will distinguish among collision, comprehensive, and liability insurance coverages.

Assessment Measures

a) Match the following:

_____ (1) Insurance coverage that pays for your own car if the accident is your fault. (a) Liability

_____ (2) Insurance coverage that protects your car against fire, theft, flood, etc. (b) Comprehensive

_____ (3) Insurance coverage that protects a car owner against claims he would pay if his car caused bodily injury to others (c) Collision

b) Bill Brown's insurance coverage:

	Annual Premium
Liability 50/100/10	$90.00
Collision $100 deductible	44.00
Comprehensive	32.00

On the way home from work one day Bill had an accident that was his own fault. Damages to the other car totalled $500 and the other driver was hospitalized for x-rays amounting to $50 for which Bill was held accountable. Damages to Bill's car were $500 and, because it was undriveable, had to remain on the street overnight. During the night the radio from Bill's car was stolen. Answer the following questions concerning this accident:

(1) How much liability insurance did Bill have to cover this one person's bodily damages?

(2) How much did Bill's insurance have to pay in regard to bodily damages?

(3) Which type of insurance covers the other car?

(4) Which type of insurance covers Bill's car?

(5) How much did the insurance company have to pay for Bill's car?

(6) What type of insurance covered Bill's radio?

(7) How much is Bill's total annual premium?

8. PERFORMANCE OBJECTIVE II-8: The student will compare the costs of renting a car with the costs of owning a similar car.

Assessment Measure

a) Mr. Briggs rented an air-conditioned Ford Fairlane in Washington for one week for a business trip and drove the car 2000 miles in that week. He spent $66.40 for gas and oil.

(1) Use the sample rates below to compute Mr. Briggs' bill, using the daily rate and the weekly rate.

Auto Make	Hour	Day	Week	Mile
Dodge, Ford	$2.00	$12	$60	11¢
Plymouth Station Wagon	$2.25	$13	$65	13¢
Cadillac	$3.00	$17	$85	17¢
Additional for air-conditioning		$1	$5	1¢

The bill is figured by the hourly rate until the charge exceeds the daily rate, and this same relationship exists between daily and weekly rates. Mileage is added to all bills.

b) If Mr. Briggs rented a car every week from town to town at this same weekly rate, how would this compare, in a year's time, to owning his own car and paying $1333.35 a year for it.

9. PERFORMANCE OBJECTIVE II-9: The student will compare public transportation costs with ownership costs.

Assessment Measures

Tom Peyton lives in Rockville and works two blocks from Union Train Station in Washington, D.C. He must decide which mode of travel to use daily going to his work. Given three alternatives, calculate the monthly cost of each. Give one advantage of each method and one disadvantage of each method. For computation, use a 20-day month.

Method I - Information:

Car - Volkswagen
Miles per gal. - 21 in traffic
Miles to work - 15 each way
Parking cost - $60.00 monthly (Employer pays half)
Time - 40 min. each way
Gas - 65¢ per gal.

Method II - Information:

Train
Cost - $48.00 monthly

Time - 15 min. each way

Train - 3 miles from home, parks his car on public thoroughfare

Schedule:
a.m. - 7:15, 7:30, 8:00
p.m. - 4:15, 5:15, 6:00

Method III - Information:

Bus
Cost - $33.60
Time - 30 min. (2 changes)

ANSWERS TO ASSESSMENT MEASURES

1. a) License fee - $20.00 Ownership fee - $34.50, Sales tax - $92.00
   Total - $2446.50

   b) Total - $176.26, Registration fee - 50¢, Sales tax - $6.76

2. a) (1) $1882.75
   (2) Approximately 11%, simple interest

   b) (1) $621.00
   (2) $21.00

3. a) Insurance - $160, Gas - $439.40, Oil - $36.00, Total - $635.40

   b) (1) $1947.00
   (2) $57.00
   (3) $210.00

4. a) 5.5¢ per mile

   b) (1) $40
   (2) $20

5. a) Tires - $139.36; O, O.F., L. - $75.25, Repairs - $218.40 (including 4% tax)
   Total - $433.01

   b) $45.81

6. a) (1) 40 for $40,000
   (2) 20 for $20,000
   (3) 5 for $5,000

   b) Robin's bodily injury liability covers this loss and she has $10,000 as her limit. Therefore her insurance company only pays $10,000 of the $15,000 and Robin must pay the other $5,000.

   c) (1) c
   (2) a
   (3) b

7. a) (1) c
(2) b
(3) a

b) (1) $15,000
(2) $50
(3) liability
(4) collision
(5) $400
(6) comprehensive
(7) $166.00

8. a) Daily - $397.40, weekly - $371.40

b) If rented by weekly rates, cost is $14,674.40. Yearly cost when buying is $1333.35. These rates do not include gasoline.

9. a) Method I - Gas - $18.59 monthly, parking - $30.00, total - $48.59 a month

Advantage - Having car so one can go or come as one pleases - run errands, etc., can car-pool

Disadvantage - Time, traffic, and tension

Method II - Cost - $48.00, gas to train - $3.71, total - $51.71

Advantage - No traffic to be concerned with, fast, quiet, can read, etc.

Disadvantage - Limited in arrival and departure times, may be crowded, may involve a walk from terminal to work

Method III - Cost - $33.60

Advantage - Least expensive means of travel, no traffic to fight as a driver, reading possible

Disadvantage - May be crowded, limited arrival and departure times, changes involved

F. SUGGESTIONS TO THE TEACHER

At the conclusion of each suggestion the reader will find one or more numbers in parentheses. The numbers relate to the unit performance objectives of section C. The methods suggested are meant to enhance instruction for those specific objectives.

1. Have a class discussion on the advantages and disadvantages of new versus used vehicles. Consider also the various modes of transportation and each of their limitations for the individual consumer. (3, 4, 5, 7)

2. Speakers:

. automobile dealer (perhaps two competitive dealers)

. banker - car loans

. insurance agent - automobile and motorcycle insurance

. agent from Better Business Bureau - discuss the complaints received

. qualified mechanic - maintenance costs

. Driver Education instructor

. agent from Department of Motor Vehicles

. Credit Union officer

3. Plan a class discussion on experiences with warranties. (1, 3, 5, 8, 9)

4. Assign reading in the manual: Nader, Ralph; Dodge, Lowell; Hutchkiss, Ralf. What to Do With Your Bad Car. New York: Crossman Publishers, 1971. Have students give a report. (1, 3, 5)

5. Assume that tests have been made and that the following repairs and replacements are needed on a car which a student plans to purchase: valve and carbon job; brakes relined; new master-brake cylinder; two new tires, size F78.14, tubeless, blackwall. Have students prepare a high and low estimate, using catalogs obtained from local dealers. Consult a mechanic at this time to help. (3, 5)

6. Bring in newspaper ads and compare prices on the same make, year, and model of vehicles. (1, 2)

7. Have students consult with friends and parents to get information about prices, reliable dealers, etc. (1, 2)

8. Research and discussion time should be allowed to investigate the following:

   a) No-fault, towing, and uninsured drivers insurance

   b) Implications of pooling in the use of automobiles and on insurance rates

   c) Differences in warranties on new and used cars. (3, 4, 5, 6, 7)

9. Have students, knowledgeable in the area of automobile repairs, conduct a workshop for the purpose of instructing other members of the class. Especially, give attention to maintenance and repair of parts. (3, 5)

10. Have students with bicycles bring them to class and show and discuss the differences in various gears available, cost, etc. Compare two 5- or 10-speed bikes, etc. (1, 5)

11. Although not specifically stated as an objective, the teacher might spend two or three class sessions on the advantages, disadvantages, and relative costs involved in automobile leasing. Compare the lease costs of the same vehicle with the purchase cost over a three-year period. Consult the Washington office of the National Education Association for their rates; also consult the Yellow Pages. (8)

12. Suggested Culminating Activity

Divide the class into small groups, each of which will "purchase" an automobile.

Each group has the same designated car to trade-in. It has 30,000 miles on the odometer; the body is in good shape and it is in good mechanical condition. Each group is responsible for obtaining the following information in order to determine the cost for the first year of ownership:

- dealer's prices on a designated new/used car and the trade-in allowance, to determine a final cash price
- process a loan application with an appropriate firm
- arrange for an automobile insurance policy with one of the larger insurance agencies
- contact the Maryland Department of Motor Vehicles and determine the registration fee, license fee and state sales tax
- compute the maintenance cost for one year using the data developed in the earlier part of this unit

G. VOCABULARY LIST

bi-annually
collision insurance
comprehensive insurance
depreciation
excise tax
$50 deductible
inspection
lease
liability insurance
license fee
lubrication
maintenance
no-fault insurance
ownership fee
quarterly
registration fee
sales tax
semi-annually
vehicle
warranties
waver-of-premium clause

H. BIBLIOGRAPHY

Books

Ballantine, Richard. Richard's Bicycle Book. New York: Ballantine, 1972. Paper $1.95. (Booklist 1/15/73, p. 463)

Half of the book consists of detailed explanation on the maintenance and repair of a bicycle. Also listed are advantages of biking. Discusses the purchase of a bicycle, stating preference for the 10-speed bike.

Buel, Ronald A. Dead End: The Automobile in Mass Transportation. Englewood Cliffs, New Jersey: Prentice-Hall, 1972. 231 pp., $6.95 (Booklist 9/1/72, p. 9)

Shows the automobile and the technological system that depends on it as the major cause of the interrelated troubles currently besetting the nation's cities.

Cantonwine, Charles R. Automotive Tune-up and Test Equipment. Philadelphia, Pennsylvania: Chilton, 1972. 349 pp., $10.50 (Booklist 9/1/72, p. 16)

Provides useful information to the layman who has basic knowledge of electronics. Gives diagrams and principles of operation tune-up.

Center for Car Safety. Small - on Safety; the Designed-in Dangers of the Volkswagen. New York: Viking, 1972. 180 pp., $6.95 (Booklist 11/15/72, p. 264)

Documented data conclude that the Volkswagen Beetle has serious design defects causing deaths and injuries. Statistical data, information on recall, and discussion on fires in the Volkswagen are included.

Coles, Clarence W. and Glenn, Harold T. Glenn's Complete Bicycle Manual; Selection, Maintenance Repair. New York: Crown, 1973. 339 pp., $7.95; paper, $5.95 (Booklist 7/1/73, p. 1000)

Cuthbertson, Tom. Anybody's Bike Book: An Original Manual of Bicycle Repairs. Berkeley, California: Ten Speed Press, 1971. 176 pp., $6.95; paper, $3.00 Library Journal Book Review, 1971, p. 501)

Griffin, Al. Motorcycles: A Buyer's and Rider's Guide. Chicago, Illinois: Regnery, 1972. 271 pp., $6.95. (Booklist 9/15/72, p. 58)

Gives the comparative rating of each class, considering such items as horsepower, speed, suspension, handling, brakes, and price. Offers advice on finding a reputable dealer, financing a purchase, and obtaining insurance.

Nader, Ralph. What to Do with Your Bad Car: An Action Manual for Lemon Owners. New York: Viking, 1971. 173 pp., $8.95. (Senior High School Catalog 1972)

Tells how to avoid the lemon experience and how to get a defective car repaired. Relates the difficulty one has getting rid of defective automobiles.

Till, Anthony. What You Should Know Before You Have Your Car Repaired. New York: World Publishing Co., 1972. $1.00 (Earlier edition evaluated by Library Journal Book Review, 1971, p. 504)

Includes neighborhood gas station, new dealer's service, diagnostic centers and franchised garages. Exposes tricks of the trade, analyzes typical car warranties. Sample of flat rate book for comparing cost is included.

Films

A Car is Born. Dearborn, Michigan: Ford Film Library 16mm. 27 minutes color free Order from The Ford Film Library, The American Road, Dearborn, Michigan 48121. Allow 4 weeks.

Describes the modern automotive assembly line of 15,000 parts from foundries, glass, engine, stamping plants, and other manufacturing facilities.

So, You Want to Buy a Good Used Car? Dearborn, Michigan: Ford Film Library 16mm. 15 minutes color free Order from The Ford Film Library

Useful formula for used car buyer, particularly if first purchase

Trouble-Shooting Your Car. Washington, D.C.: National Audiovisual Center Order #OE 490 16mm. 12 minutes b/w Rental $7.50

How to locate and correct minor car troubles (U.S. Government Films, 1971 supplement, p. 7)

UNIT III - INSURANCE

A. INTENT

The purpose of this unit is to familiarize the student with the nature and characteristics of various types of insurance. The unit topics should include the costs and benefits of various health insurance plans, various life insurance plans, the application of probability to mortality tables, and an overview of various types of social insurance.

B. UNIT INSTRUCTIONAL OBJECTIVES

At the conclusion of this unit, the student should be able to:

- describe the benefits and costs of various types of insurance available
- determine the type of insurance coverage needed to meet specific needs

C. UNIT PERFORMANCE OBJECTIVES

The student will:

1. Compute simple probabilities in sample situations
2. Interpret mortality tables
3. Interpret a table of premium rates to compute the annual cost of insurance premiums
4. Compare the benefits of various health insurance plans
5. Compute insurance and policyholder payments on medical costs
6. Compare the rates and benefits of various types of life insurance
7. Distinguish among mutual, stock, savings bank, and government insurance companies
8. Name the factors to be considered when purchasing life insurance
9. Interpret a sample insurance contract
10. Identify the factors determining the cost of insurance
11. Describe several different types of social insurances
12. Name special insurances available

D. CROSS-REFERENCES TO APPROVED TEXTS

Performance Objectives	Texts (By Author)		
	Lankford	Lewis	Saake
1	340-347	none	76-79
2	343-344	356-359	290-291
3	349-353 365-367	360 382	282-285 288-289
4	361-367	377-381	none
5	361-367	377-381	none
6	347-360	360-371	281-289
7	349	none	none
8	353-361	360-371	281-289
9	353-357	none	281-289
10	365	360-371	282
11	179, 238-245 364-365	400-415	230-233
12	none	371-375 386-395	none

E. SAMPLE ASSESSMENT MEASURES

1. PERFORMANCE OBJECTIVE III-1: The student will compute simple probabilities in sample situations.

Assessment Measures

a) Find the probability of the occurrence of each event on the first trial:

(1) Drawing an ace from a deck of playing cards

(2) Drawing any face card from a deck of playing cards

(3) Rolling an event number with a single die

(4) Not drawing the Queen of Spades

Find the probability of these independent events occurring at the same time:

(5) Flipping a coin and rolling a die so that the coin is heads and the die is odd

(6) Rolling three dice so that each shows the number one

b) Find the probability in these situations:

(1) In a town with 32,900 draft-eligible men, the quota for the year in 1967 was 658. What was the probability that an eligible man was drafted during 1967?

(2) In a city with a population of 31,500, the health authorities estimated that approximately 4,725 people would contract influenza during the winter. What was the probability of a resident having the flu?

2. PERFORMANCE OBJECTIVE III-2: The student will interpret mortality tables (See Appendix 1).

Assessment Measures

a) What percentage of the 16-year-old males today will probably be alive to attend a school reunion 50 years from now?

b) What is the probability that a female infant will live to be 62 years old?

c) One insurance company found that of 1624 male policyholders, age 18, three died during the next year. What was the death rate per thousand for 18-year-old boys insured by the company? What is the comparison with the same age group for males on the mortality table?

d) The death rate per thousand on a mortality table is the experimental probability expressed as a decimal that can also be written as a fraction. Using the mortality table (See Appendix 1), show how the fraction and decimal that represent the death rate per thousand for 22-year-old males is found.

3. PERFORMANCE OBJECTIVE III-3: The student will interpret a table of premium rates to compute the annual cost of insurance premiums.

Assessment Measures

a) Using the premium table in Appendix 2, find the annual premiums for the following:

(1) A 20-payment life $15,000 policy purchased at age 25

(2) A straight life $15,000 policy purchased at age 25

(3) An endowment at age 65 $15,000 policy purchased at age 25

(4) A renewable 5-year term $15,000 policy purchased at age 25

b) Determine the cost of the following health insurance policies (see Appendices 3 and 4):

(1) A 25-year-old single female insured herself under both the Major Medical and the $25-$400-$5 hospital coverage and paid semi-annually. What does she pay annually for the policy?

(2) Mr. Marko 35, and Mrs. Marko 30, have two children ages 4 and 1.

(a) What are the annual premiums for the family under the Major Medical plan? (See Appendix 3.)

(b) What are the annual premiums for the family under the $25 maximum daily-hospital-expense plan? (See Appendix 4.)

(c) What are the total annual premiums for both plans?

(d) What would the premiums be if the family paid quarterly?

4. PERFORMANCE OBJECTIVE III-4: The student will compare the benefits of various health insurance plans.

Assessment Measures

a) Match the following health insurance plans and coverages:

_____	(1) General medical insurance	(a) Provides a benefit equal to all or part of the cost of hospital room and board with specific amount allowed for each day for a specified number of days; also covers medication, x-rays, and use of operating room

_____ (2) Dental expense insurance

_____ (3) Surgical expense insurance

_____ (4) Major medical expense insurance

_____ (5) Hospital expense insurance

_____ (6) Loss of income insurance

(b) Provides for fees paid to surgeon for operations based on schedule of fees for typical operations in the policy

(c) Provides for payment of benefits toward expense of calls by doctors at home or hospital, or for visits to the doctor's office

(d) Provides protection against major costs of serious or prolonged illness or accident; usually includes a deductible clause and/or co-insurance clause

(e) Provides cash income to replace part or regular income lost when person is unable to work because of sickness or injury

(f) Provides for all or a percentage of basic and other dental expenses

5. What type of health insurance would cover the following situations:

_____ (1) Joe Perron, a guard on the basketball team, injured his back and was hospitalized four weeks, part of the time in traction. What type of insurance paid for almost all of his $75-a-day care?

_____ (2) Paula Kalanick had her tonsils removed and at the same time a minor operation to straighten a crooked finger. What type of protection would cover most of the fees for these operations?

(a) General medical insurance

(b) Dental expense insurance

(c) Surgical expense insurance

(d) Major medical insurance

(e) Hospital expense insurance

(f) Loss of income insurance

5. PERFORMANCE OBJECTIVE III-5: The student will compute insurance and policyholder payments on medical costs.

Assessment Measures

a) Mr. Charles Smithers was hospitalized and had surgery. His medical bill appears as follows:

Service and Supplies in Hospital	Charges	Covered by Basic	Covered by Major-Medical
40 days semi-private accommodations (4 admissions)	$2,880.00	$2,880.00	--
Medications	363.55	363.55	--
Dressings	120.89	120.89	--
Operating and recovery rooms	102.00	102.00	--
Oxygen	81.00	81.00	--
Physical therapy	12.00	12.00	--
Laboratory	239.00	184.00	55.00
Electrocardiograms	40.00	30.00	10.00
X-ray	155.00	116.25	38.75
Anesthesia	70.00	59.00	11.00
Medical visits	543.00	345.00	198.00
Private duty nurses	2,373.00	--	2,373.00
Consultation	10.00	10.00	--
Surgery (2 procedures)	500.00	256.00	244.00
Out of Hospital			
Laboratory	81.00	60.75	20.25
Electrocardiogram	15.00	11.25	3.75
X-ray	55.50	41.25	13.75
Drugs	284.00	--	272.80
Office visits	494.00	--	494.00
Total Charges			

Answer the following questions:

(1) What are the total charges to the patient?

(2) What is the amount of basic coverage benefits?

(3) If the Major Medical coverage is $150 deductible (payable by patient) and it pays 80% of the amount of the charges to which Major Medical applies, how much is paid by Major Medical?

(4) What is the total amount paid by the comprehensive program?

b) Under a certain Major Medical policy, the policyholder pays the first $200 ($200 deductible) and then the plan pays 90% of all covered expenses after the $200 deductible amount has been exceeded. How much would the policyholder pay, if the covered charge was $870?

6. PERFORMANCE OBJECTIVE III-6: The student will compare the rates and benefits of various types of life insurance.

Assessment Measures

a) Match the following:

_____ (1) Term insurance

_____ (2) Straight-life insurance

_____ (3) Limited-payment life insurance

_____ (4) Endowment insurance

_____ (5) Combination insurance

(a) Provides lifetime protection against loss of life and accumulates a cash value against which the policyholder may borrow; premiums are paid only during a specified period of time

(b) Provides lifetime protection against loss of life and accumulates a cash value against which the policyholder may borrow in an emergency

(c) Provides lifetime protection against loss of life and enables a person to accumulate a given sum of money at the end

(d) Provides temporary protection against loss of life only

(e) Custom-tailored policies to meet specific needs

(f) Premiums most expensive

(g) Premiums least expensive

b) Stewart Anderson participates in a group life insurance plan in which his employer provides him with $2,000 of term insurance for each $1,000 of his gross pay at a cost of 30¢ per thousand per month. Stewart is earning $14,200 a year gross.

(1) How much group insurance is he entitled to purchase?

(2) How much does the insurance cost Stewart each month? each year?

(3) Stewart is 25 years old. What would the same amount of term insurance cost him if he purchased it individually? (See Appendix 2.)

(4) How much less is the group insurance per year?

(5) Can Stewart convert the group term insurance to a regular term policy if he leaves the company?

c) Allen is 25 years old. His wife Greta is 22, and they are expecting their first child. Allen has no life insurance, but has decided to purchase some when the baby arrives. After studying his income and expenses, he figures he can afford to invest $100 per year for life insurance to provide financial protection for Greta and the baby if he should die. If he should live until the baby grows up, the cash value of certain types of policies can be used to help finance a college education.

Answer the following questions: (See Appendix 5.)

(1) How much 5-year term insurance can Allen buy for $100 annual premium?

(2) How much ordinary life can he buy for a $100 annual premium?

(3) How much 20-payment life can he buy for a $100 annual premium?

(4) How much 20-year endowment can he buy for a $100 annual premium?

(5) If Allen chooses the ordinary life policy, what would the cash value be at the end of 20 years? (See Appendix 6.)

(6) If Allen chooses the ordinary life policy, what would his net cost be at the end of 20 years?

(7) At the current inflationary rate, will the savings that Allen will receive from the whole life policy offset the higher amount of term insurance he can purchase?

7. PERFORMANCE OBJECTIVE III-7: The student will distinguish among mutual, stock, savings bank, and government insurance companies.

Assessment Measures

a) Match the correct letter to each number in the left column

(1) Mutual insurance company	(a) A plan in which the bank accepts payment for insurance policies in the same way they accept deposits in savings accounts
(2) Stock insurance company	(b) Policyholders are the owners of the company and are entitled to share in ownership and control; sell only participating policies which pay dividends
(3) Savings bank insurance company	(c) Stockholders own the company, and may or may not be policyholders; issue participating or non-participating policies
(4) Government insurance company	(d) Policies available under supervision of and participation in various government agencies

8. PERFORMANCE OBJECTIVE III-8: The student will name the factors to be considered when purchasing life insurance.

Assessment Measures

a) List several factors and several features of a policy to consider when purchasing life insurance.

b) The cash or loan value of some insurance policies is an investment feature. Use Appendix 7 and consider the following situations:

(1) Mr. Moore has a $10,000 endowment insurance policy that has been in force for 11 years. He needed $2,000. Could he borrow this amount on his insurance?

(2) If Mr. Moore kept the policy for 14 years without any loans and then decided to surrender the policy for cash, how much would he receive? How much paid-up insurance does he have? For how long could he obtain extended term insurance?

9. PERFORMANCE OBJECTIVE III-9: The student will interpret a sample insurance contract.

Assessment Measures

a) Given the sample face policy found in Appendix 8, interpret what each numbered item means and compute (8) and (9):

(1) The insured

(2) Endowment at age 65

(3) Accidental death benefit

(4) Waiver of premium benefit

(5) Beneficiary

(6) Dividend credits may be used to shorten premium-paying period

(7) Annual participation

(8) Cost of the policy annually

(9) Cost to the insured annually for supplementary benefits

b) Given the sample policy, interpret what the line beginning (16) means. (See Appendix 7.)

10. PERFORMANCE OBJECTIVE III-10: The student will identify the factors determining the cost of insurance.

Assessment Measure

a) Identify several factors which determine the cost of insurance.

11. PERFORMANCE OBJECTIVE III-11: The student will describe several different types of social insurances.

Assessment Measure

a) State at least two characteristics of each of the following social insurances:

(1) Medicare

(2) Medicaid

(3) Workmen's Compensation

(4) Unemployment insurance

(5) Retirement insurance

(6) Survivor's insurance

(7) Social Security

12. PERFORMANCE OBJECTIVE III-12: The student will name special insurances available.

Assessment Measure

a) List several special insurances available.

ANSWERS TO ASSESSMENT MEASURES

1. a) (1) 1/13
(2) 3/13
(3) 1/2
(4) 51/52
(5) 1/4
(6) 1/216

b) (1) 1/50 (or 2% chance)
(2) 3/20 (or 15% chance)

2. a) 67.6%

b) 78.3% or 783/1000

c) 1.85, .16 higher than the 1.69 on the mortality table

d) Death rate per 1000 = $\frac{\text{Number dying at 22}}{\text{Number alive at 22}}$ x 1000

Death rate per 1000 = $\frac{17,912}{9,630,029}$ x 1000 = 1.86

3. a) (1) $431.70
(2) $260.55
(3) $346.05
(4) $84.90

b) (1) $197.34
(2) (a) $108.50
(b) $388.88
(c) $497.38
(d) $130.18 quarterly, or $520.70 annually

4. a) (1) c
(2) f
(3) b
(4) d
(5) a
(6) e

b) (1) e
(2) c

5. a) (1) $8,418.94
(2) $4,672.94
(3) $2,867.44
(4) $7,540.38

b) (1) $267.00

6. a) (1) d, g
(2) b
(3) a
(4) c, f.
(5) e

b) (1) $28,000.00
(2) $8.40 monthly, $100.80 yearly
(3) $158.47 yearly
(4) $57.68 yearly
(5) Yes. He has 30 days from the time he leaves the company to convert.

c) (1) Approximately $17,123.00
(2) Approximately $5,855.00
(3) Approximately $3932.00 - rates slightly different for less than $5,000.00
(4) Approximately $2,130.00 - rates slightly different for less than $5,000.00
(5) $1,441.56 (246 x 5.86)
(6) $588.44
(7) No

7. a) (1) b
(2) c
(3) a
(4) d

8. a)

Factors	Features of Policy
how much savings	cash value
amount of Social Security protection	automatic premium loan provisions
number and age of children	re-instatement provisions
kinds of property family owns	settlement provisions
job skills the wife has	double indemnity
whether or not family owns home	premium waiver for disability
age, income, and health of parents	non-forfeiture values
a life insurance "plan"	
reputation of company	
reliable agent	
conditions and provision of policy	
marital status	
amount you can afford	
age of insured	

b) (1) Yes
(2) $2,790 total cash value; $5,060 paid-up insurance; 22 years extended term

9. a) (1) The person covered by the insurance company
(2) Type of coverage - provides permanent protection against loss of life, and at age 65 will pay the face value of the policy, $10,000, unless deferred
(3) A double indemnity which pays the beneficiary twice the face value of the policy in case of accidental death
(4) Provides that any premiums which fall due after the insured becomes totally and permanently disabled will be waivered or cancelled
(5) The person to whom insurance is payable upon death of the insured
(6) Dividends are applied to payment of premiums and the amount of time necessary to pay off the policy is reduced
(7) Policy-holder may vote for Board of Directors of the company
(8) $262.80 for premiums annually
(9) $12 annually for accidental death benefits and waiver of premium benefits

b) The policy has been in effect for 16 years. The cash or loan value of the policy is $328 per thousand of face amount. The amount of paid-up insurance is $564 per thousand. Extended term insurance available at this time is 20 years, an endowment of $429 per thousand at age 65.

10. a) Life needs that must be met
type of policy
age when policy is written
amount of policy
length of policy
health when policy is written
job when policy is written

Medical: type of coverage
amount of coverage
number of children

11. a) (1) Medicare is a hospital insurance for the aged, and is available for people 65 years or older. It covers the cost of hospital and post-hospital charges for each illness with limits similar to those below:

(a) Room and hospital service - first 60 days, all charges after first $92; next 30 days, all charges that exceed $11 a day

(b) Extended care - up to 20 days of nursing, home, or special care, and all but $5.50 a day for the next 80 days

(c) Home visits - 100 part-time visits by nurses in any year

(d) Out-patient services - 80% of charges over $60 deductible

(2) Medicaid (Medical Assistance for needy persons) is a federal-state-local program that provides funds for needed medical care for families who cannot pay for it. It provides necessary services of physicians, dentists, nurses, optometrists, podiatrists; care and treatment in hospitals, nursing homes, or other medical institutions; out-patient services; home health care, drugs, eyeglasses, dentures, and sickroom supplies. It is available when the cost of medical services exceeds the family's excess income or assets, and is obtained by consulting local welfare department for aid.

(3) Workmen's Compensation: The law requires all employers to carry insurance for their employees which will provide compensation, or payment, in case of accident or disease as a result of their employment. The benefits vary from state to state, but the payment is for medical expenses and a percentage of the income lost.

(4) Unemployment Insurance: No generalization can be made as to state unemployment laws, but every state has some form of unemployment insurance to cover periods of unemployment for workers in factories, offices, stores, mines, shops, mills, and other places of business and industry. It does not cover farmers, domestic help, federal employees, teachers, and other professional workers. An unemployed person is entitled to compensation if he has been engaged in a specified occupation for a certain length of time prior to his unemployment; became unemployed through no fault of his own; has registered at a public employment office for a job; makes claim for benefits; is able and available to work; and has been totally unemployed for the amount of time specified in his state.

(5) Retirement or Old-age Insurance: Under the Social Security Act, a reserve fund is accumulated by the employer and the employee contributing regularly to the federal government a certain percentage of the employee's wages.

(6) Survivor's Insurance: See Social Security under Taxes.

(7) Social Security: See Social Security under Taxes.

12. a) For example:

jewels
contact lens
lips of a cornet player
legs of a dancer
hand of a pianist
baseball stadium plans against rain
retirement insurance, etc.
crops
paintings and other valuables
furs
boat
hurricane
home-owners
flood
mortgage insurance
flight insurance
tuition refund insurance
credit card insurance
annuities

F. SUGGESTIONS TO THE TEACHER

At the conclusion of each suggestion the reader will find one or more numbers in parentheses. These numbers relate to the unit performance objectives of section C. The methods suggested are meant to enhance instruction for those specific objectives.

1. Write for Life Insurance Fact Book which gives life expectancy tables. Free of charge. Institute of Life Insurance, 488 Madison Ave., New York, N.Y. (2, 10)

2. Speakers:

Life insurance agent
Health insurance agent
Social Security representative (4, 5, 6, 7, 8, 11)

3. Have each student toss a coin 100 times and record the results; take the combined results and compare the experimental probability with the actual probability. (1)

4. Have students discuss situations similar to the following (use Mortality Tables in Appendix 1) to determine why premium rates vary:

   a) Suppose an insurance company has issued $1,000,000 worth of life insurance policies to people who are 25 years old; all the policies have the same value, and 9% of these people are likely to die before they reach their 50th birthday. How much money will the insurance company pay the beneficiaries? (2)

   b) The same company has also issued another $1,000,000 in equal size life insurance policies to people who are 50 years old. 50% of these people will probably die before they are 75. How much money will the company pay the beneficiaries? (2)

5. Illustrate risk sharing (group insurance policies) by using sample illustrations. (7)

6. Have students bring copies of insurance policies to class and note the contractual provisions of each policy. (5, 6, 9)

7. Obtain sample application forms for different insurance coverages, especially life, to familiarize students with the information required. (9)

8. Have students report on premium rates from local insurance firms and compare the rates and services rendered by each. (5, 6)

9. Have students do crossword puzzles on frequently-used insurance terms. (All)

10. Present various situations, and have students discuss the insurance options that would best meet the insurance needs. (8)

11. Have students see whether their family property insurance covers personal possessions such as bicycles, televisions, recorders, stereo equipment, etc., against theft and destruction. Also have them check into credit card coverages. (12)

12. Investigate the expansion of social insurance in Great Britain and Sweden and discuss the advantages and disadvantages of such an expansion. Consult the pamphlets available from the Social Security Administration. (11)

13. Insurances such as homeowners, fire, automobile, credit, mortgage, and social security have been discussed in other units. Review as much as necessary to interrelate these with the theory of insurance. (12)

14. Write for the insurance booklet from Consumer's Reports (see Bibliography). This booklet gives an easy-to-understand description of consumer-protection concerns. It also gives a comparison of major insurance companies so that the student may keep it for use in future years. (6, 7, 8, 10, 12)

15. Have representatives of various annuity programs come in and discuss their programs and the advantages of annuity over life insurance. (12)

16. Suggested Culminating Activity:

Given a specific family unit, students will visit several insurance companies to obtain rates and insurance plans. Determine the type and cost of insurance coverage which best meet the specific needs and requirements of this family.

G. VOCABULARY LIST

accidental death benefit
beneficiary
double indemnity
endowment
group insurance plan
health insurance
hospitalization
insurance
life insurance
loan value
Major Medical
Medicaid
Medicare
mortality table
mutual insurance company (or participating)
non-forfeiture clause
ordinary life
premium: annually, semi-annually, quarterly, monthly
probability
reinstatement
Social Security
stock insurance (or non-participating)
surrender value
table of premium rates
term insurance
the insured
unemployment insurance
whole life
Workmen's Compensation

H. BIBLIOGRAPHY

Books

Belth, Joseph M. Life Insurance; A Consumer's Handbook. Bloomington, Ind.: Indiana University, 1973. 248 pp., $6.95 (Booklist 5/1/73, p. 822)

Addressed to the lay prospective buyer: how much insurance to be purchased, what kind and from what company. Explains meaning of the fine print in the contract. Gives statistical data and addresses of insurance commissioners.

Consumer Report Editors. The Consumer Union Report on Life Insurance; A Guide to Planning and Buying the Protection You Need. Rev. 1972 ed. New York: Viking, 1973. 135 pp., $4.95 (Booklist 5/15/73, p. 890)

Presents a rational approach to buying only the kind and amount of insurance needed

Nader, Ralph and Blackwell, Kate. You and Your Pension. New York: Viking, 1973 215 pp., $4.95; paper, $1.50 (Booklist 5/15/73, p. 878)

Tells of alarming failures of private pension plans documented by experts and public testimonies and complaints

U.S. Social Security Administration. Medical Care Costs and Prices; Background Book. Washington, D.C.: U.S. Government Printing Office, 1972. 148 pp., $1.25 (S/N 1770-0192)

"Subjects range from the cost of private health insurance to public benefits; from doctors' and dentists' fees to who pays them; from hospital daily service charges to recent wage-price-rent freeze." - Introduction.

Pamphlets

Aaron, Henry J. Why Is Welfare So Hard to Reform? Washington, D.C.: Brookings Institution, n.d. (Studies in Social Economics) 1775 Massachusetts Ave., N.W. 71 pp., $1.95 (Booklist 4/15/73, p. 797)

Summary of important factors in welfare conditions today

Consumer Reports. "A Guide to Life Insurance" Orangeburg, N.Y.: Consumers' Union, 1974

A three part series from January - March 1974. $1.00 each part. Send total price to Reprint Department, Consumers' Union, Orangeburg, N.Y. 10962

HEW. Your Social Security. Washington, D.C.: U.S. Government Printing Office, 1973

A pamphlet from Social Security Administration published by the U.S. Department of Health, Education, and Welfare. DHEW publication No. (SSA) 73-10035

I. APPENDICES

Mortality Table

Appendix 1

Commissioners 1958 Standard Ordinary Table of Mortality With Death Rate per 1,000 and "Expectation of Life"

AGE M	AGE F	NUMBER LIVING	DEATHS EACH YEAR	DEATH RATE PER 1,000	EXPECTATION OF LIFE	AGE M	AGE F	NUMBER LIVING	DEATHS EACH YEAR	DEATH RATE PER 1,000	EXPECTATION OF LIFE
	0*	10,014,660	62,091	6.20	71.17	45	48	9,048,999	48,412	5.35	27.81
	1	9,952,569	16,621	1.67	70.61	46	49	9,000,587	52,473	5.83	26.95
	2	9,935,948	14,010	1.41	69.72	47	50	8,948,114	56,910	6.36	26.11
	3	9,921,938	13,395	1.35	68.82	48	51	8,891,204	61,794	6.95	25.27
	4	9,908,543	12,782	1.29	67.91	49	52	8,829,410	67,104	7.60	24.45
	5	9,895,761	12,271	1.24	67.00	50	53	8,762,306	72,902	8.32	23.63
	6	9,883,490	11,761	1.19	66.08	51	54	8,689,404	79,160	9.11	22.82
	7	9,871,729	11,352	1.15	65.16	52	55	8,610,244	85,758	9.96	22.03
	8	9,860,377	11,044	1.12	64.24	53	56	8,524,486	92,832	10.89	21.25
	9	9,849,333	10,933	1.11	63.31	54	57	8,431,654	100,337	11.90	20.47
	10	9,838,400	10,921	1.11	62.38	55	58	8,331,317	108,307	13.00	19.71
	11	9,827,479	11,007	1.12	61.45	56	59	8,223,010	116,849	14.21	18.97
	12	9,816,472	11,191	1.14	60.51	57	60	8,106,161	125,970	15.54	18.23
	13	9,805,281	11,472	1.17	59.58	58	61	7,980,191	135,663	17.00	17.51
	14	9,793,809	11,851	1.21	58.65	59	62	7,844,528	145,830	18.59	16.81
0*		10,000,000	70,800	7.08	68.30	60	63	7,698,698	156,392	20.34	16.12
1		9,929,200	17,475	1.76	67.78	61	64	7,542,106	167,736	22.24	15.44
2		9,911,725	15,066	1.52	66.90	62	65	7,374,370	179,271	24.31	14.78
3		9,896,659	14,449	1.46	66.00	63	66	7,195,099	191,174	26.57	14.14
4		9,882,210	13,835	1.40	65.10	64	67	7,003,925	203,394	29.04	13.51
5		9,868,375	13,322	1.35	64.19	65	68	6,800,531	215,917	31.75	12.90
6		9,855,053	12,812	1.30	63.27	66	69	6,584,614	228,749	34.74	12.31
7		9,842,241	12,401	1.26	62.35	67	70	6,355,865	241,777	38.04	11.73
8		9,829,840	12,091	1.23	61.43	68	71	6,114,088	254,835	41.68	11.17
9		9,817,749	11,879	1.21	60.51	69	72	5,859,253	267,241	45.61	10.64
10		9,805,870	11,865	1.21	59.58	70	73	5,592,012	278,426	49.79	10.12
11		9,794,005	12,047	1.23	58.65	71	74	5,313,586	287,731	54.15	9.63
12	15	9,781,958	12,325	1.26	57.72	72	75	5,025,855	294,766	58.65	9.15
13	16	9,769,633	12,896	1.32	56.80	73	76	4,731,089	299,289	63.26	8.69
14	17	9,756,737	13,562	1.39	55.87	74	77	4,431,800	301,894	68.12	8.24
15	18	9,743,175	14,225	1.46	54.95	75	78	4,129,906	303,011	73.37	7.81
16	19	9,728,950	14,983	1.54	54.03	76	79	3,826,895	303,014	79.18	7.39
17	20	9,713,967	15,737	1.62	53.11	77	80	3,523,881	301,997	85.70	6.98
18	21	9,698,230	16,390	1.69	52.19	78	81	3,221,884	299,829	93.06	6.59
19	22	9,681,840	16,846	1.74	51.28	79	82	2,922,055	295,683	101.19	6.21
20	23	9,664,994	17,300	1.79	50.37	80	83	2,626,372	288,848	109.98	5.85
21	24	9,647,694	17,655	1.83	49.46	81	84	2,337,524	278,983	119.35	5.51
22	25	9,630,039	17,912	1.86	48.55	82	85	2,058,541	265,902	129.17	5.19
23	26	9,612,127	18,167	1.89	47.64	83	86	1,792,639	249,858	139.38	4.89
24	27	9,593,960	18,324	1.91	46.73	84	87	1,542,781	231,433	150.01	4.60
25	28	9,575,636	18,481	1.93	45.82	85	88	1,311,348	211,311	161.14	4.32
26	29	9,557,155	18,732	1.96	44.90	86	89	1,100,037	190,108	172.82	4.06
27	30	9,538,423	18,981	1.99	43.99	87	90	909,929	168,455	185.13	3.80
28	31	9,519,442	19,324	2.03	43.08	88	91	741,474	146,997	198.25	3.55
29	32	9,500,118	19,760	2.08	42.16	89	92	594,477	126,303	212.46	3.31
30	33	9,480,358	20,193	2.13	41.25	90	93	468,174	106,809	228.14	3.06
31	34	9,460,165	20,718	2.19	40.34	91	94	361,365	88,813	245.77	2.82
32	35	9,439,447	21,239	2.25	39.43	92	95	272,552	72,480	265.93	2.58
33	36	9,418,208	21,850	2.32	38.51	93	96	200,072	57,881	289.30	2.33
34	37	9,396,358	22,551	2.40	37.60	94	97	142,191	45,026	316.66	2.07
35	38	9,373,807	23,528	2.51	36.69	95	98	97,165	34,128	351.24	1.80
36	39	9,350,279	24,685	2.64	35.78	96	99	63,037	25,250	400.56	1.51
37	40	9,325,594	26,112	2.80	34.88	97	100	37,787	18,456	488.42	1.18
38	41	9,299,482	27,991	3.01	33.97	98	101	19,331	12,916	668.15	.83
39	42	9,271,491	30,132	3.25	33.07	99	102	6,415	6,415	1000.00	.50
40	43	9,241,359	32,622	3.53	32.18						
41	44	9,208,737	35,362	3.84	31.29						
42	45	9,173,375	38,253	4.17	30.41						
43	46	9,135,122	41,382	4.53	29.54						
44	47	9,093,740	44,741	4.92	28.67						

* Under 6 months.

The "Expectation of Life" is the average number of years which a large number of persons of any given age have yet to live, that is, the sum of the years which all will live divided by the number of persons.

Appendix 2

ANNUAL PREMIUMS PER $1000

Age (male)	Straight Life	20 Pay Life	Endowment at age 65	Renewable 5-year term
0	$10.40	$19.71	$13.10	
5	11.18	20.71	14.19	
10	12.29	22.30	15.71	
15	13.64	24.16	17.60	
20	15.24	26.23	19.92	$5.30
25	17.37	28.78	23.07	5.66
30	20.02	31.76	27.89	6.16
35	23.34	35.29	34.10	7.01
40	27.58	39.52	42.58	8.74
45	33.01	44.51	54.81	11.75
50	40.05	50.90	76.14	16.35
55	49.30	58.98	115.18	23.35

p. 349 Lankford's Consumer Mathematics

MAJOR MEDICAL PREMIUMS

$500 Deductible Amount

$10,000 Maximum Benefit

Age at Issue	Individual Male	Individual Female	Wife
25	$33.45	$49.38	$39.80
30	37.66	54.99	45.39
35	43.11	61.21	51.58
40	50.35	68.42	58.76
45	59.62	77.22	67.50
50	71.26	88.67	78.88
55	86.63	108.42	94.55
60	108.22	127.01	117.02

For 1 or more children, add $20 annually.

p. 413 Lewis Mathematics in Daily Living

Hospital, Surgical, and Medical Insurance

HOSPITAL EXPENSE PREMIUMS

$20 Maximum Daily Hospital Benefit
$300 Maximum Surgical Expense Benefit
$4 Maximum Daily Medical Expense Benefit

Age	Individual Male	Individual Female	Wife
20	$ 80.20	$106.78	$122.00
25	86.53	114.73	122.00
30	95.18	125.12	122.00
35	107.22	136.97	125.00
40	123.88	149.28	131.46
45	145.54	164.84	145.13
50	177.56	193.12	170.08
55	231.85	245.84	219.38
60	382.50	386.48	345.44

For 1 child, add $42.40 annually
For 2 or more children, add $84.80

$25 Maximum Daily Hospital Benefit
$400 Maximum Surgical Expense Benefit
$5 Maximum Daily Medical Expense Benefit

Individual Male	Individual Female	Wife
$ 99.26	$132.52	$151.00
106.97	142.27	151.00
117.72	159.98	151.00
132.48	169.53	154.90
153.02	184.62	162.84
179.66	203.76	179.67
219.24	238.58	210.42
286.45	303.74	271.42
471.90	476.82	426.66

For 1 child, add $52.70 annually
For 2 or more children, add $105.40

Semiannual premiums = 52% of annual premiums
Quarterly premiums = 26.5% of annual premiums

ANNUAL PREMIUM PER $1000 OF INSURANCE

AGE		5-YEAR TERM POLICY		10-YEAR TERM POLICY		ORDINARY LIFE		LIFE PAID UP AT AGE 65 (male only)		20-PAYMENT LIFE		ENDOWMENT AT AGE 65 (male only)		20-YEAR ENDOWMENT	
Male	Female	$5000-9999	$10,000-19,999	$5000-9999	$10,000-19,999	$5000-9999	$10,000-19,999	$5000-9999	$10,000-19,999	$5,000-9,999	$10,000-19,999	$5,000-9,999	$10,000-19,999	$5,000-9,999	$10,000-19,999
20	23	$6.44	$5.69	$6.51	$5.76	$15.07	$14.32	$15.98	$15.23	$22.90	$22.15	$18.74	$17.99	$46.70	$45.95
25	28	6.59	5.84	6.72	5.97	17.08	16.33	18.41	17.66	25.43	25.68	21.85	21.10	46.92	46.18
30	33	6.88	6.13	7.19	6.44	19.63	18.88	21.65	20.90	28.42	27.67	26.00	25.25	47.36	46.61
35	38	7.56	6.81	8.27	7.52	22.94	22.19	26.09	25.34	32.02	31.27	31.71	30.96	48.19	47.44
40	43	9.11	8.36	10.24	9.49	27.25	26.50	32.39	31.64	36.40	35.65	39.88	39.13	49.66	48.91
45	48	11.60	10.85	13.43	12.68	32.85	32.10	41.72	40.97	41.72	40.97	52.01	51.26	52.01	51.26
50	53	15.66	14.91	18.47	17.72	40.23	39.48	57.21	56.46	48.33	47.58	70.72	69.97	55.76	55.01
55	58	21.95	21.20	26.28	25.53	49.93	49.18	86.46	85.71	56.64	55.89	109.55	108.80	61.64	60.89
60	63	31.80	31.05	38.40	37.65	62.47	61.72			67.60	66.85			70.59	69.84
65	68					79.43	78.43			82.77	82.02			84.27	83.52
70	73					102.25	101.50			103.94	103.19			104.53	103.78

(52)

GUARANTEED CASH VALUES PER $1000

ORDINARY LIFE

Age at Issue	End of 5 years	End of 10 years	End of 15 years	End of 20 years	Age 65
20	$18	$70	$129	$209	$591
21	20	73	134	217	587
22	21	76	140	224	584
23	23	80	145	231	580
24	24	84	151	239	576
25	26	88	157	246	571
26	28	92	163	254	567
27	30	96	170	262	562

EW YORK LIFE INSURANCE COMPANY A Mutual Company Founded in 1845 51 MADISON AVENUE, NEW YORK, N.Y. 10010

ENDOWMENT POLICY AS SHOWN UNDER PLAN.
PREMIUMS PAYABLE AS SHOWN IN PREMIUM SCHEDULE.
DIVIDEND CREDITS MAY BE USED TO SHORTEN PREMIUM PAYING PERIOD.
ANNUAL PARTICIPATION.

971-75

TABLE OF CASH, LOAN AND NON-FORFEITURE VALUES

PER $1,000 OF FACE AMOUNT

End of Policy Year	TABULAR CASH OR LOAN VALUE	PARTICIPATING PAID-UP INSURANCE	NON-PARTICIPATING EXTENDED INSURANCE (The period of years and days shown below is the same for policies of any amount.)			End of Policy Year
			YEARS	DAYS	PURE END	
1	$ 1	$ 3	0	187	•••	1
2	21	53	10	195	•••	2
3	43	105	18	8	•••	3
4	65	155	22	225	•••	4
5	87	201	25	272	•••	5
6	106	239	27	216	•••	6
7	126	276	29	0	$ 3	7
8	146	311	28	0	57	8
9	167	347	27	0	109	9
10	188	380	26	0	159	10
11	210	413	25	0	208	11
12	232	444	24	0	254	12
13	255	475	23	0	300	13
14	279	506	22	0	345	14
15	303	535	21	0	387	15
16	328	564	20	0	429	16
17	353	591	19	0	468	17
18	379	617	18	0	507	18
19	406	644	17	0	544	19
20	433	669	16	0	580	20
AGE 60	788	908	5	0	898	AGE 60
AGE 65	1000	¤	¤	¤	¤	AGE 65

NON-FORFEITURE FACTORS (applicable during premium paying period)
First 5 Policy Years $22.363
Thereafter $18.082

Tabular cash values equal full net premium reserve from 5TH policy anniversary

¤POLICY MATURES AS ENDOWMENT UNLESS ENDOWMENT DATE IS DEFERRED.

NEW YORK LIFE

POLICY NUMBER	32 918 773 POLICY DATE May 25,1971 Age 29 Female
ON LIFE OF	JANE L. DOE [THE INSURED] (1)
OWNER	THE INSURED (7)
PLAN	Endowment at age 65 - Privilege To Defer Endowment Date, (3) with Accidental Death Benefit[ADB] and (4) Waiver Of Premium Benefit [WP]
AMOUNT	Face Amount Increased Endowment Benefit,If Endowment Date Is Deferred Accidental Death Benefit [ADB , when payable, is in addition to any other Death Benefit]
BENEFICIARY	FIRST - JUDY FREED- SISTER OF INSURED SECOND- JANE P.DOE - MOTHER OF INSURED

REMIUM SCHEDULE

PREMIUMS PAYABLE AT MONTHLY INTERVALS- AS FOLLOWS-

Beginning as of Mo.	Day	Year	PREMIUM	SUPPLEMENTARY BENEFITS Amounts included in premium ADB	WP	
5	25	1971	$21.90	$.60	$.40	
5	25	2007	(Age 65)			Original Endowment Date. Policy matures unless endowment date is deferred.
5	25	2007	$20.90			If endowment date is deferred
5	25	2012	(Age 70)			New endowment Date if Endowment is deferred

new york life

This policy is executed as of June 3, 1971
which is its DATEOFISSUE

ENDOWMENT POLICY IS SHOWN UNDER PLAN.
PREMIUMS PAYABLE AS SHOWN IN PREMIUM SCHEDULE.
DIVIDEND CREDITS MAY BE USED TO SHORTEN PREMIUM PAYING PERIOD. (6)
ANNUAL PARTICIPATION. (7)

UNIT IV - CREDIT

A. INTENT

The purpose of this unit is to provide students the opportunity to apply mathematical understandings and skills leading to wise consumer-credit decisions. Topics that should be included are: installment buying, credit cards, revolving charge plans, credit laws (particularly the U.S. Truth-In-Lending Act), credit ratings, financial charges, layaway plans, loans, and loan institutions.

B. UNIT INSTRUCTIONAL OBJECTIVES

At the conclusion of this unit, the students should be able to:

- analyze the cost of credit to the consumer
- compare consumer credit services offered by various lending agencies

C. UNIT PERFORMANCE OBJECTIVES

The student will:

1. Name the functions of consumer credit in our economy
2. Describe the two main classifications of credit
3. Compute the interest on loans
4. Interpret tables for computing annual percentage rates of interest on various consumer loans
5. Compare the cost of credit on various loan associations
6. Compute finance charges on non-installment purchases
7. Compute finance charges on installment credit
8. Interpret statements of credit card accounts as to charges for credit and required payments
9. List the disadvantages of credit buying
10. Describe the following credit services: policy loans, charge accounts, unsecured loans, installment credit accounts, secure loans, and checking accounts
11. Distinguish credit services of banks, credit unions, finance companies, merchants, and pawn shops

D. CROSS-REFERENCES TO APPROVED TEXTS

Performance Objectives	Texts (By Author)		
	Lankford	Lewis	Saake
1	none	none	none
2	284	129-133	192
3	256, 277	264-273	204
4	284	none	none
5	256-270 274-285	277-299	123-127 125-126, 179
6	284, 256	none	103
7	277-285 258-270	129-133	143-146
8	279-283	133-141	none
9	286	129	none
10	270, 284, 312	133-141 297-299	104, 117
11	277-279, 212, 284-285, 331- 332, 274-275	264-273 277-299	104, 127

E. SAMPLE ASSESSMENT MEASURES

1. PERFORMANCE OBJECTIVE IV-1: The student will name the functions of consumer credit in our economy.

   Assessment Measure

   a) State several functions of credit in our economy.

2. PERFORMANCE OBJECTIVE IV-2: The student will describe the two main classifications of credit.

Assessment Measures

a) Match the following:

_____ (1) Debts on which payments are to be made at periodic intervals.

_____ (2) Debts for which the full payment is to be made in a single payment by a specific date.

(a) Installment credit account

(b) Non-installment credit account

b) Describe, in your own words, installment and non-installment credit.

3. PERFORMANCE OBJECTIVE IV-3: The student will compute the interest on loans.

Assessment Measures

a) A loan of $600 is paid back in 12 equal monthly payments of $50 plus interest at 1½% per month on the unpaid balance. What is the interest?

b) Find the amount of interest for the following loan:

(1) $1200 loan with interest at 6% per year paid in one sum at the end of a year

(2) $150 loan with interest at 1 3/4% per month paid in one sum at the end of 3 months

c) Describe the procedure used by banking institutions for administering a loan on the discount method.

4. PERFORMANCE OBJECTIVE IV-4: The student will interpret tables for computing annual percentage rates of interest on various consumer loans.

Assessment Measures

a) A loan of $1500 is paid back in 24 monthly payments of $70.50 each. Find the annual percentage rate using the given table. (See Appendix 1.)

b) Mr. Smith borrowed $500 for 12 months at 11% interest. Determine his interest by the use of the Annual Percentage Rate table. (See Appendix 1.)

5. PERFORMANCE OBJECTIVE IV-5: The student will compare the cost of credit on various loan agreements.

Assessment Measures

a) $300 is borrowed from a finance company for a period of one year. Compute the cost of credit for the following loan agreements, and tell which is the cheapest.

(1) Simple interest - rate 12%

(2) 2½% per month on any part of the unpaid balance of the loan not in excess of $100 and 2% per month on any part of the unpaid principal balance of the loan in excess of $100 but not in excess of $300

(3) Interest - 1% per month on the unpaid balance

b) $600 is borrowed from a finance company for a two-year period. Given the following loan terms determine the annual percentage rate of interest on each loan. (See Appendix 1 for items 2 and 3)

(1) Loan term A - Simple interest on the loan is $216.00.

(2) Loan term B - 24 monthly payments of $27.82 each

(3) Loan term C - 24 monthly payments of $28.25 each

6. PERFORMANCE OBJECTIVE IV-6: The student will compute the finance charges on non-installment purchases.

Assessment Measures

a) Mr. Phillips has a department store charge account on which he must pay 1½% interest per month on any balance due after 25 days from the billing date. He left one statement balance of $38.30 unpaid until he was required to pay one month's interest. How much did he have to pay to clear the account?

b) Mrs. Dixon bought a television set for $450. She put $22 down and signed a contract to pay the remaining $250 in one lump sum within a 3 month period at 1% per month. If Mrs. Dixon paid off the bill for the television at the end of the second month, how much interest did she pay?

7. PERFORMANCE OBJECTIVE IV-7: The student will compute the finance charges on installment credit.

Assessment Measures

a) Jim Brown's credit card account showed a balance due of $250 last month and $162 this month. If the credit charges of 1½% a month applies to both of these balances, what is the amount of the finance charge?

b) Alice Mobley bought a new set of snow tires for $162 on a revolving charge plan. She must pay 2% per month on the outstanding balance. She paid $40 per month plus interest for 3 months and then charged a set of shock absorbers and 2 wheel bearings for $82.75. She continued to pay $40 per month plus interest until her balance is $4.75. Upon paying the balance and therefore closing the account, what will be the total of the finance charge?

8. PERFORMANCE OBJECTIVE IV-8: The student will interpret statements of credit card accounts as to charges for credit and required payments.

Assessment Measures

a) Tom Peyton purchased a sofa for $200.00. He charged the sofa on his National Charge, and below is the first statement Tom received after the purchase.

NATIONAL CHARGE STATEMENT

Please Retain For Your Records

Previous Balance	Cash Advances		Other Extensions of Credit		Payments		Credits		Total Finance Charge	New Bal.
	No.	Amount	No.	Amount	No.	Amount	No.	Amount		
00	0	00	1	200 00	0	00	0	00	00	200 00

FINANCE CHARGE FROM APPLICATION OF PERIODIC RATES

Type of Credit	Initial Charge	Periodic Rates		Bal. on Which Computed	
Cash Advances	00	1.0%	00	00	00
Other Extensions of Credit		1.5%	00	00	00

ANNUAL PERCENTAGE RATE 18%

Payments and Credits Not Deducted from Previous Balance Before Computing Finance Charge

To Avoid Additional Finance Charges Pay the New Balance Before 4-14-75

3-20-75

Statement Closing Date

268 180 192 649

Account Number

Answer the following questions regarding the statement:

(1) Where does this statement show that the card holder had paid in full all previous balances due on his credit card account before purchasing the sofa?

(2) What is the annual percentage rate on this account?

(3) If Tom pays the $200 before April 14, 1975, what finance charge must he pay?

b) Tom's second credit statement looks like the following:

NATIONAL CHARGE SERVICE

Previous Balance	Cash		Other ext. of Credit		Payments		Credit	Fin. Chg.	New Bal.
	No.	Amt.	No.	Amt.	No.	Amt.			
$200.00			1	$81.12	1	$30.00		$2.85	$253.97

Avoid additional finance charges by paying new balance by

5-15-75

18% annual percentage rate

Closing date:

4-20-75

Answer the following questions concerning this statement:

(1) Has Tom made any new purchases since his last statement? How much?

(2) How much has he paid on his account since the last statement?

(3) If the $30.00 payment was made on April 10, show how the finance charge was computed.

9. PERFORMANCE OBJECTIVE IV-9: The student will list the disadvantages of credit.

Assessment Measure

a) List the disadvantages of credit buying.

10. PERFORMANCE OBJECTIVE IV-10: The student will describe the following credit services: policy loans, charge accounts, unsecured loans, installment credit accounts, secured loans, and checking accounts.

Assessment Measures

a) Match the following:

_____ (1) Policy loan

_____ (2) Charge account

_____ (3) Unsecured loans

_____ (4) Installment credit account

_____ (5) Secured loan

_____ (6) Checking account

(a) Account in which payments are to be made at periodic intervals; for example, revolving credit accounts

(b) Loan in which the borrower puts up collateral

(c) Account in which payments are regularly paid within a specified time, usually 30 days

(d) Loan in which the policyholder borrows from his insurance

(e) Account in which withdrawals may be made with negotiable instruments known as checks

b) State a brief description of the following:

(1) Policy loan

(2) Secured loan

(3) Unsecured loan

(4) Charge account

(5) Installment credit account

(6) Checking account

(7) Lay-away plan

11. PERFORMANCE OBJECTIVE IV-11: The student will distinguish the credit services of banks, credit unions, finance companies, insurance companies, merchants, and pawnshops.

Assessment Measures

a) Given the following credit services and credit institutions match the service or services with the institution:

Institution	Service
_____ (1) Banks	(a) Policy loans
_____ (2) Credit Unions	(b) Charge accounts
_____ (3) Finance Companies	(c) Unsecured loans
_____ (4) Insurance Companies	(d) Installment credit accounts
_____ (5) Merchants	(e) Secured loans
_____ (6) Pawnshops	(f) Checking account

b) Name at least one credit service for each of the following credit institutions: bank, credit union, finance company, insurance company, merchant, and pawnshop.

ANSWERS TO ASSESSMENT MEASURES

1. a) (1) Stabilize the economy
(2) Promote business formation
(3) Expand production
(4) Raise standard of living

2. a) (1) a
(2) b

b) Installment credit - debts on which payments are to be made at periodic intervals

Non-installment credit - debts for which full payment is to be made in a single payment by a specific date

3. a) $58.50

b) (1) $72
(2) $7.88

c) The earnings that are paid for the use of money over a period of time are called interest when paid at the end of the period or discount when paid at the beginning of the period. When money is borrowed from a

bank, the charge for its use is taken out in advance. For example, if the discount rate were 6% per year and you borrowed $500 for the year, the amount of discount paid to the bank would be $30.00 and you would receive $470.00 from the bank (the $500 loan minus the discount of $30.00).

4. a) 11.75%

   b) $30.30

5. a) (1) $36.00
   (2) $44.25
   (3) $19.50
   (4) C is cheapest.

   b) (1) 18%
   (2) 10.5%
   (3) 12%

6. a) $38.88

   b) $5.00

7. a) $6.18

   b) $12.42

8. a) (1) Previous balance is 0.
   (2) 18%
   (3) None

   b) (1) 1, $81.12
   (2) $30.00
   (3) March 20 - April 10 computed on $200 for 21 days
   April 10 - April 20 computed on $170 (200 - 30) for 10 days

$$\frac{(\$200 \times 21) + (\$170 \times 10)}{31} = \$190.32$$

9. a) (1) Tendency to overuse
   (2) Lack of understanding
   (3) Extra money spent for money payments
   (4) Taking on an obligation to pay far beyond expectation
   (5) For desperate needs may resort to loan sharks

10. a) (1) d
   (2) c
   (3) f
   (4) a
   (5) b
   (6) e

b) Policy loan - loan in which the individual borrows money against his insurance policy, paid back at same interest that insurance policy gives

Secured loan - loan in which the borrower puts up something of value (collateral)

Unsecured loan - loan in which the borrower needs no collateral, either a signature loan or a co-makers loan

Charge account - account where the payments are paid at a specific time--usually 30 days following billing date

Installment credit account - account in which withdrawals may be made with negotiable instruments known as checks

Layaway plan - a plan in which the store holds the merchandise until the consumer completes paying for the articles in one or more payments

11. a) (1) Bank - c, e, f, d
(2) Credit unions - c, e
(3) Finance companies - c, e
(4) Insurance company - a
(5) Merchants - b, d
(6) Pawnshops - e

b) Bank - checking accounts, secured loans, unsecured loans, installment credit accounts

Credit Union - unsecured loans, secured loans

Finance Company - secured loans, unsecured loans

Insurance Company - policy loans

Merchant - charge accounts, installment credit accounts

Pawnshop - secured loan

F. SUGGESTIONS TO THE TEACHER

The parenthetical number with each suggestion represents the objective to which it applies.

1. Speakers on credit sources (individual or a panel) selected from the following: (All)

Teachers' Credit Union
Finance Company
Bank
Insurance Company
Department Store manager or representative of Customer Credit Department

2. Examine and compare loan applications from a credit union, bank, finance company, and insurance company. (All)

3. Give the students a problem situation and several loan agreements and let the student analyze and pick the one best suited to his needs. (All)

4. Bring in articles on advertised credit and evaluate the source. (5)

5. Compare credit card agreements. (Gasoline, American Express, BankAmericard, etc.) (8)

6. Discuss family credit (especially promises of money, entertainment, gifts, trips, payable in the future). Have your class list credit arrangements between themselves and their family members. (3)

7. Develop a list of guidelines for the consumer preparing to borrow money. (True annual interest rates, finance charges - what to look for, etc.) (All)

8. Have the police visit to talk about stolen credit cards:

   a) How many reports have there been over the past year in your community on stolen credit cards?

   b) Responsibility of owner of stolen credit cards. ($50 limit after reporting the loss.) (8)

9. The teacher should make an effort to correlate the topics of this unit with the borrowing procedures on new car purchases from an earlier unit. (All)

10. Suggestions on evaluation:

    a) Every student should be expected to satisfactorily complete a paper-and-pencil test on interest percentage calculation.

    b) Using the skills of a), you could return to auto loans from the previous unit to compare annual rates when the auto loan is secured from a credit union, bank, loan shark, finance company (especially G.E.C.C., G.A.C., F.M.A.C.), etc. Select the most appropriate arrangement for the loan.

G. VOCABULARY LIST

interest
promissory note
co-signer of a note
collateral
discounted loan
credit rating
credit union
finance company
pawn broker
signature loan
credit card
endorser of a note
add-on loan
simple interest formula
annual percentage rate
level-payment loan
constant-ratio formula
secured loans
demand loans
demand note
life insurance loan
installment credit accounts
the "chart plan" type of credit arrangement
loan shark
compound interest

H. BIBLIOGRAPHY

Books

Black, Hellel. Buy Now Pay Later. New York: Morrow, 1961. 240 pp., $5.95 (Senior HSL Catalog, 1972, p. 69)

Exposes credit buying in the U.S. Tells what debt-living is doing to Americans with rise of the credit card. Illustrates tragedies that can result from high bills, warping values among easy-credit consumers. Warns against various debt merchants or credit agents.

U.S. National Commission on Consumer Finance. Consumer Credit in the United States; Report of the National Commission on Consumer Finance. Washington, D.C.: U.S. Government Printing Office, 1972. 294 pp., $3.20 (Booklist 5/15/73, p. 892)

Gives charts and tables. Reports on the structure and functioning of consumer finance in addition to general credit transaction.

Films in Montgomery County Film Library (available through Booking)

#4647 Consumer Education: Installment Buying. 13 minutes color

Describes the dangers and benefits of buying goods on installment plan

#4646 Consumer Education: Retail Credit Buying. 11 minutes color

Shows how easy use of charge plates may encourage overspending

#2869 The Wise Use of Credit. 11 minutes b/w

Demonstrates the role of consumer credit in our society and explains the various forms of credit available to the consumer

Films, Other

Consumer Power: Credit. Santa Monica, Cal.: BFA Educational Media. $22.00 rental 20½ minutes color

Has been recommended for purchase by film library

#2930 Credit. Modern Talking Picture Services, Inc., 2000 L St., N.W., Washington, D.C., 659-9234. 1/6mm. 14 minutes color free (Educator's Guide to Free Films, 33 d annual ed., 1973)

How credit operates to stimulate business featuring teen-agers setting up a photo business

Table For Computing Annual Percentage Rate For Level Monthly Payment Plans

NUMBER OF PAYMENTS	ANNUAL PERCENTAGE RATE								
	10.00	10.25	10.50	10.75	11.00	11.25	11.50	11.75	12.00
	Finance charge per $100 of amount financed								
1	0.83	0.85	0.87	0.90	0.92	0.94	0.96	0.98	1.00
2	1.25	1.28	1.31	1.35	1.38	1.41	1.44	1.47	1.50
3	1.67	1.71	1.76	1.80	1.84	1.88	1.92	1.96	2.01
4	2.09	2.14	2.20	2.25	2.30	2.35	2.41	2.46	2.51
5	2.51	2.58	2.64	2.70	2.77	2.83	2.89	2.96	3.02
6	2.94	3.01	3.08	3.16	3.23	3.31	3.38	3.45	3.53
7	3.36	3.45	3.53	3.62	3.70	3.78	3.87	3.95	4.04
8	3.79	3.88	3.98	4.07	4.17	4.26	4.36	4.46	4.55
9	4.23	4.32	4.43	4.53	4.64	4.75	4.85	4.96	5.07
10	4.66	4.76	4.88	4.99	5.11	5.23	5.35	5.46	5.58
11	5.07	5.20	5.33	5.45	5.58	5.71	5.84	5.97	6.10
12	5.50	5.64	5.78	5.92	6.06	6.20	6.34	6.48	6.62
13	5.93	6.08	6.23	6.38	6.53	6.68	6.84	6.99	7.14
14	6.36	6.52	6.69	6.85	7.01	7.17	7.34	7.50	7.66
15	6.80	6.97	7.14	7.32	7.49	7.66	7.84	8.01	8.19
16	7.23	7.41	7.60	7.78	7.97	8.15	8.34	8.53	8.71
17	7.67	7.86	8.06	8.25	8.45	8.65	8.84	9.04	9.24
18	8.10	8.31	8.52	8.73	8.93	9.14	9.35	9.56	9.77
19	8.54	8.76	8.98	9.20	9.42	9.64	9.86	10.08	10.30
20	8.98	9.21	9.44	9.67	9.90	10.13	10.37	10.60	10.83
21	9.42	9.66	9.90	10.15	10.39	10.63	10.88	11.12	11.36
22	9.86	10.12	10.37	10.62	10.88	11.13	11.39	11.64	11.90
23	10.30	10.57	10.84	11.10	11.37	11.63	11.90	12.17	12.44
24	10.75	11.02	11.30	11.58	11.86	12.14	12.42	12.70	12.98
25	11.19	11.48	11.77	12.06	12.35	12.64	12.93	13.22	13.52
26	11.64	11.94	12.24	12.54	12.85	13.15	13.45	13.75	14.06
27	12.09	12.40	12.71	13.03	13.34	13.66	13.97	14.29	14.60
28	12.53	12.86	13.18	13.51	13.84	14.16	14.49	14.82	15.15
29	12.98	13.32	13.66	14.00	14.33	14.67	15.01	15.35	15.70
30	13.43	13.78	14.13	14.48	14.83	15.19	15.54	15.89	16.24
31	13.89	14.25	14.61	14.97	15.33	15.70	16.06	16.43	16.79
32	14.34	14.71	15.09	15.46	15.84	16.21	16.59	16.97	17.35
33	14.79	15.18	15.57	15.95	16.34	16.73	17.12	17.51	17.90
34	15.25	15.65	16.05	16.44	16.85	17.25	17.65	18.05	18.46
35	15.70	16.11	16.53	16.94	17.35	17.77	18.18	18.60	19.01
36	16.16	16.58	17.01	17.43	17.86	18.29	18.71	19.14	19.57
37	16.62	17.06	17.49	17.93	18.37	18.81	19.25	19.69	20.13
38	17.08	17.53	17.98	18.43	18.88	19.33	19.78	20.24	20.69

UNIT V - BANKING

A. INTENT

The purpose of this unit is to provide the student with learning activities which will aid him in understanding the services provided by banks. This unit should include a study of checking and savings accounts, interest, money exchange, credit unions, bonds, and the Federal Reserve System.

B. UNIT INSTRUCTIONAL OBJECTIVES

At the conclusion of this unit, the student should be able to:

- demonstrate an ability to manage various personal financial accounts
- compare the banking services of various institutions

C. UNIT PERFORMANCE OBJECTIVES

The student will:

1. Complete a deposit slip
2. Describe the various sections of a check
3. Reconcile a monthly bank statement
4. Demonstrate an understanding of the simple interest formula, I = prt
5. Compute interest earned on savings
6. Calculate interest for given situations with the aid of tables
7. Compare various compound interest rates
8. Distinguish between Series E and Series H savings bonds
9. Compute yields of investment made on Series E and Series H bonds
10. Compute service charges on various checking accounts
11. Distinguish among savings banks, commercial banks, savings and loan associations, and credit unions as to savings opportunities
12. Identify the miscellaneous services of a bank, i.e., safety deposit boxes, certified checks, cashier's checks, traveler's checks, trusts, and letters of credit
13. Compute the cost of safety deposit boxes, certified checks, cashier's checks, and traveler's checks
14. Recognize the functions of the Federal Reserve Bank

D. CROSS-REFERENCES TO APPROVED TEXTS

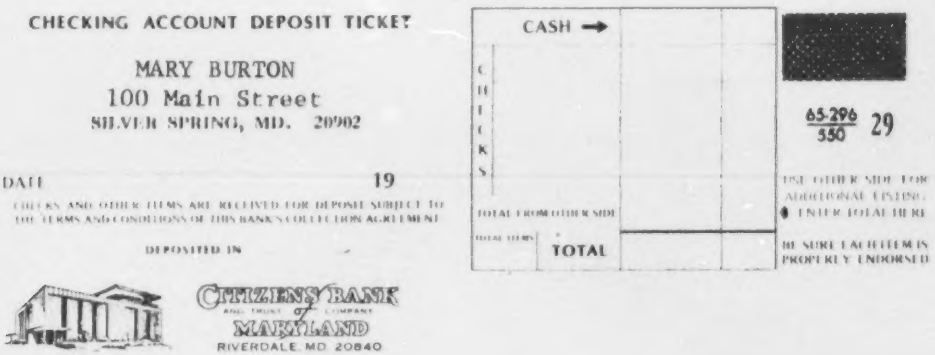
Performance Objectives	Texts (By Author)		
	Lankford	Lewis	Saake
1	314	208-210	129
2	315-317	253-255	129
3	320-325	257-260	130-133
4	256-258	210-217	150-154
5	296-304	225-242	175-185
6	302-307	217-225	148, 156-159 180-181
7	302-307	228-239	175-179
8	310-312	346-350	none
9	310-312	346-350	none
10	312, 318	248-252	134-137
11	308-309	none	none
12	331-332	49	138-139
13	332-333	49-50	138-139
14	none	none	none

E. SAMPLE ASSESSMENT MEASURES

1. PERFORMANCE OBJECTIVE V-1: The student will complete a deposit slip.

Assessment Measures

a) Mary Burton had to make a deposit. She wanted to deposit a check for $283, I.D. number 61-491-550; a check for $20, I.D. number 61-496-550; two $10 bills; one $50 bill; twenty-eight dimes and forty-eight pennies. Write out a deposit slip for Mary. Be sure to identify each cash check by its bank number.


CHECKING ACCOUNT DEPOSIT TICKET

MARY BURTON
100 Main Street
SILVER SPRING, MD. 20902

DATE 19

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE TERMS AND CONDITIONS OF THIS BANK'S COLLECTION AGREEMENT

DEPOSITED IN

CITIZENS BANK and TRUST COMPANY of MARYLAND
RIVERDALE, MD. 20840

CASH →

CHECKS

TOTAL FROM OTHER SIDE

TOTAL ITEMS

TOTAL

65-296/550 29

USE OTHER SIDE FOR ADDITIONAL LISTING
ENTER TOTAL HERE

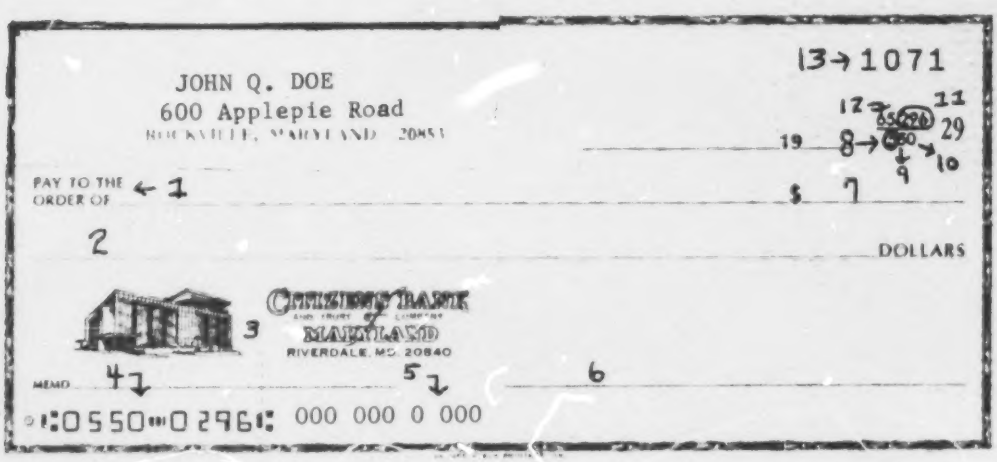
BE SURE EACH ITEM IS PROPERLY ENDORSED

:0550=0296: 390 000 0 000

2. PERFORMANCE OBJECTIVE V-2: The student will describe the various sections of a check.

Assessment Measures

a) Given the following check, identify the numbered sections.


JOHN Q. DOE
600 Applepie Road
ROCKVILLE, MARYLAND 20853

13→1071

12→ 65-296/550 11

19 8→ 29

9 10

PAY TO THE ORDER OF ← 1 $ 7

2

DOLLARS

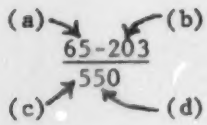
CITIZENS BANK and TRUST COMPANY of MARYLAND
RIVERDALE, MD. 20840

3

MEMO 4↓ 5↓ 6

:0550=0296: 000 000 0 000

b) Match the following:



_____ (1) Signature of person writing check

_____ (2) Amount of check written with numerals

_____ (3) Person to whom money is to be paid

_____ (4) Federal Reserve District

_____ (5) Federal Reserve Branch serving territory

_____ (6) Federal Reserve subdistrict

_____ (7) Bank number

(e) payee

(f) face

(g) maker

3. PERFORMANCE OBJECTIVE V-3: The student will reconcile a monthly bank statement.

Assessment Measures

a) Reconcile a checkbook balance with the bank balance, using the following information:

(1) Checkbook balance: $694.23

(2) Bank Balance: $620.63

(3) Checks written that have not cleared the bank: $12.75

(4) Service Charge: $1.15

(5) Check written but never recorded: $85.20

b) Fred DeFriece's checkbook showed a balance of $55.45. When he received his bank statement, he found that he had been charged $3.00 for new checks, $1.96 for a service charge, and $2.00 for overdrawing his account during the month. How much less money did Fred have in his account than he thought he had? What was his correct balance?

4. PERFORMANCE OBJECTIVE V-4: The student will demonstrate an understanding of the simple interest formula I=prt.

Assessment Measures

a) Find the interest on $450 at 6% simple interest for a period of 2 years. Use the simple interest formula and show all work.

b) Find the amount of interest paid on $450 at 6% compounded semi-annually for a period of 2 years. Use the simple interest formula and show all work.

c) Find the interest on $450 at 5½% simple interest for a period of 6 months. Use the simple interest formula and show all work.

5. PERFORMANCE OBJECTIVE V-5: The student will compute interest earned on savings.

Assessment Measures

a) George Portalea opened a savings account on January 1 with $50.00. He then added $50 on February 1 and another on March 1. If George's bank has 5¼% interest paid quarterly, what is George's interest at the end of March? What is his new balance? (Interest is paid on average principal)

b) Mary Runion opened a savings account on January 1 with $50.00. She then added $50.00 on February 1 and another $50.00 on March 1. If Mary's bank pays 5¼% compounded monthly and paid quarterly, what is Mary's interest by the end of March? What is her new balance?

c) Use the formula $A = p\ (1 + r)^n$ to find what $25 would amount to in 3 years at 6% interest compounded annually.

6. PERFORMANCE OBJECTIVE V-6: The student will calculate interest for given situations with the aid of tables.

Assessment Measures

a) With the aid of a compound interest table (see Appendix 1), find the interest and amount of new principal Gail Ellis would have if she deposited $700 for 9 years at 5% quarterly interest rates.

b) How much will $1.00 be worth after the period of years shown below if interest is compounded annually at the following rates?

	Rate	Years	Value of $1.00 After 50 years	Value
(1)	5%	80	_____	_____
(2)	2½%	100	_____	_____

7. PERFORMANCE OBJECTIVE V-7: The student will compare various compound interest rates.

Assessment Measure

a) The Maryland National Bank pays an annual interest rate of 5% to its depositors. Brian Backer opened an account there with a deposit of $5,000 and over a ten-year period neither deposited nor withdrew any money. (See Appendix 1.)

(1) How much money would Brian have in the account at the end of the 10-year period if interest is compounded semi-annually?

(2) How much money would Brian have in the account at the end of the 10-year period if interest is compounded quarterly?

8. PERFORMANCE OBJECTIVE V-8: The student will distinguish between Series E and Series H savings bonds.

Assessment Measures

a) Match the following:

(1) A promise by the United States government to pay the holder, after 7 years, a certain amount (maturity value).	(a) Series H Savings Bond
(2) A promise by the United States government to pay, every six months, the interest earned and to pay this interest directly to the purchaser.	(b) Series E Savings Bond

b) State the two main differences between Series E and Series H savings bonds.

9. PERFORMANCE OBJECTIVE V-9: The student will compute yields of investment made on Series E and Series H savings bonds.

Assessment Measures

a) What is the value of a $100 Series E savings bond 4 years and 3 months after it is purchased? (Use Appendix 2.)

b) Jeff Grisier knows that 6 years from now he will need $2275. What will be the cost now to insure him of this amount in seven years? (Use Appendix 2.)

10. PERFORMANCE OBJECTIVE V-10: The student will compute service charges on various checking accounts.

Assessment Measures

a) Craig Silver had a regular checking account in which the service charges were as follows:

Balance	Free Checks	Monthly Service Charge
$100	0	$1.00
$100 - 199.99	0	.57
$200 - 299.99	2	.51
$300 - 399.99	5	.52
$400 - 499.99	8	.53
$500	All	NONE

Charge for each check in excess of number permitted free - $ .07

If Craig's record shows that in January his average balance was $362 with 12 checks written, and in February his average balance was $175 with 26 checks written, how much service charge would he have paid each month, and how much were the charges?

b) Lynda Spencer has a special checking account in which the cost per check is 10¢ plus a maintenance fee of 25¢ monthly. If Lynda, during the month of August, wrote 15 checks, what was her service charge that month?

11. PERFORMANCE OBJECTIVE V-11: The student will distinguish among savings banks, commercial banks, savings and loan associations, and credit unions as to savings opportunities.

Assessment Measures

a) Match the following:

_____ (1)	Specializes in savings accounts. Organized as stock companies in which the owners invest money; also accept deposits in savings accounts. There are no stockholders.	(a) Savings & Loan Association
_____ (2)	Pays a fixed rate of interest that may not be higher than a maximum set by law.	(b) Commercial bank
_____ (3)	Accepts money from individuals as an investment and reinvests this money principally in mortgages. Usually there is no guaranteed dividend rate.	(c) Credit union
_____ (4)	When a member has paid for one share, he is eligible for his proportionate share of the annual dividends that may be declared by the members. These dividends represent interest earned on money deposited and loaned to others.	(d) Savings bank

12. PERFORMANCE OBJECTIVE V-12: The student will identify the miscellaneous services of a bank, i.e., safety deposit boxes, certified checks, cashier's checks, traveler's checks, trusts, and letters of credit.

Assessment Measures

a) Match the following:

_____ (1)	Rental space used for the safekeeping of such things as stocks and bonds, insurance policies, etc.	(a) Trust
_____ (2)	The bank's own check issued in exchange for money	(b) Safety deposit box

_____ (3) Sold by the bank in amounts of $10, $20, $50, $100 and larger; are signed once at the time they are purchased and again when they are cashed — (c) Certified checks

_____ (4) For a small fee, the bank stamps your personal check guaranteeing that the check is good — (d) Cashier's check

_____ (5) Money, or other asset, managed and invested for someone, perhaps a child — (e) Traveler's check

_____ (6) Purchased primarily by an individual traveling in foreign countries which enables him to stop at specific banks and withdraw sums of money not to exceed a prearranged total — (f) Letter of credit

13. PERFORMANCE OBJECTIVE V-13: The student will compute the cost of safety deposit boxes, certified checks, cashier's checks, and traveler's checks.

Assessment Measures

a) The usual charge for issuing traveler's checks is 1% of their face value regardless of the number issued. What would be the fee paid for $700 worth of traveler's checks?

b) Brenda Woods opened a trust for her niece. The bank Brenda decided to do business with charges ½ of 1% of the average balance of trusts up to $100,000 and .4 of 1% for trusts from $100,000 to $500,000. What is the annual fee for this bank if the average yearly balance is $462,000?

14. PERFORMANCE OBJECTIVE V-14: The student will recognize the functions of the Federal Reserve Bank.

Assessment Measures

a) What are the five main functions of the Federal Reserve System?

b) Match the following functions of the Federal Reserve System with their descriptions.

_____ (1) Issuing Federal Reserve notes, our main type of currency — (a) Centralized bank reserves

_____ (2) Requirement that a member bank maintain a deposit in the federal reserve bank equal to a fixed percentage of its own deposits — (b) Rediscounting notes

_____ (3) Causes member bank to turn over to the federal reserve bank government banks, notes, or other bonds to guarantee the payment of the loan when it is due

(c) Regulating business activity

_____ (4) Member bank sells the federal bank the notes it holds

(d) Note issuance

_____ (5) Achieved in part by stimulating business activity through low interest rates or by discouraging business activity through high interest rates

(e) Loans to member banks

ANSWERS TO ASSESSMENT MEASURES

1. a)

	CASH →	73	28
CHECKS	61-491 / 550	283	00
	61-496 / 550	20	00
	TOTAL FROM OTHER SIDE		
	TOTAL	376	28

2. a) (1) Payee
(2) Amount of check - written with words and numerals
(3) Bank name
(4) Bank transit number
(5) Account code number
(6) Maker or drawer
(7) Face
(8) Federal Reserve District
(9) Federal Reserve Branch serving bank
(10) Number of days to clear transaction
(11) Bank number
(12) Sub-district of Federal Reserve District (60-69) S.E.States
(13) Check number

b) (1) g
(2) f
(3) e
(4) c
(5) d
(6) a
(7) b

3. a) Actual balance: $607.88

   b) $ 6.96 less
   $48.49 correct balance

4. a) I = prt
   = (450) (.06) (2)
   = $54.00

   b) I = prt
   = (450) (.06) (½)
   = $13.50
   = (463.50) (.06) (½)
   = $13.90
   = ($477.40) (.06) (½)
   = $14.32
   = (491.72)(.06) (½)
   = $14.75

   Total Interest = $56.47

   c) I = prt
   = (450) (450) (.0525) (½)
   = $11.81

5. a) $1.31 interest
   $151.31 new balance

   b) $1.32 interest
   $151.32 new balance

   c) $29.7754 or $29.78

6. a) $394.73
   $1094.73

   b) $11.47 $49.57
   $ 3.44 $11.82

7. a) (1) $8,193.00
   (2) $8,218.00

8. a) (1) b
   (2) a

   b) (1) Series H bonds pay interest every six months directly to purchaser, whereas Series E bonds pay all interest at the time they are redeemed.

   (2) Series H bonds are sold only in large denominations beginning with $500, whereas Series E bonds can be bought for as little as $18.75.

9. a) $90.12

   b) $1706.25

10. a) $1.01 $2.39 $3.40

    b) $1.75

11. a) (1) d
    (2) b
    (3) a
    (4) c

12. a) (1) b
    (2) d
    (3) e
    (4) c
    (5) a
    (6) f

13. a) $7.00

    b) $1948

14. a) (1) Issue notes (paper currency)
    (2) Maintain centralized bank reserves
    (3) Makes loans to member banks
    (4) Rediscounts notes
    (5) Regulates business expansion and contraction

    b) (1) d
    (2) a
    (3) e
    (4) b
    (5) c

15. Answers to suggested culminating activity

    a) (1) Write checks in ink.
    (2) Write the check after first filling out the stub.
    (3) Make accurate subtractions and additions.
    (4) Do not post-date checks.
    (5) Never sign a blank check.
    (6) Do not vary your signature.
    (7) Destroy checks you have voided for error.
    (8) Stop payment on checks not cashed after sixty days.
    (9) Save all your cancelled checks.
    (10) Don't endorse checks until you are ready to cash or deposit them.
    (11) Maintain a balance in the account that gives the most reasonable service charge.

    b) The same problem should include a balance from the previous month; the balance at the end of the month; a deposit in transit; at least twelve cancelled checks; two checks outstanding; service charge; and one error in the check book (i.e., a check for $54.76 incorrectly recorded as $45.76).

F. SUGGESTIONS TO THE TEACHER

At the conclusion of each suggestion the reader will find one or more numbers in parentheses. These numbers relate to the unit performance objectives of Section C. The methods suggested are meant to enhance instruction for those specific objectives.

1. Speakers:

   Banker (11, 12, 14)
   Savings and Loan agent (11, 12, 14)
   Credit Union official (11, 12, 14)

2. Field trip to bank or credit union (11, 12, 14)

3. Projects:

   a) Have different groups responsible for a report on a savings program for a college student, a newly married couple, a family with two young children, and a retired couple. (1, 2, 3, 4, 5, 6, 7, 8, 9)

   b) Have group of students gather information and give reports, using local resources and information, or savings accounts, government bonds, credit union shares, checking accounts, and various banking services. (All objectives)

   c) Using sample checkbooks, stubs, and statements give group a life situation of maintaining a checking account. (1, 2, 3, 10, 12)

4. Discussions:

   a) Discuss the importance of deposit insurance to individual depositors (F.D.I.C.) (11, 14)

   b) What happens to overdrawn checking accounts? (3)

   c. What precautions can check writers take to reduce the danger of forgery? (12)

   d) Discuss the meaning of interest compounded quarterly, semiannually, and annually. Use compound interest tables to show which is most advantageous to the depositor, especially over a long period. (4, 5, 6, 7, 8, 9)

   e) Name which institution to use for funds for:

      - a Christmas club (12)
      - a down payment on a home (11)
      - a college tuition (8, 11)
      - the purchase of a car (11)

5. Conduct a student poll using the following question: "If you had an income of $100 a week, how much would you save?" A suggested method of recording responses might be in terms of the following categories: $1-$5; $5-$10; $10-$20; etc. Tabulate the results. Evaluate the distribution of responses in terms of realistic savings goals and individual needs. (General)

6. Prepare a bulletin board display or overhead projector transparency illustrating the check clearing process. (14)

7. The teacher should enhance his/her background by reading Consumer Economic Problems, seventh edition, W. Harmon Wilson and Elvin S. Eyster, 1966, South-Western Pub. Co., Cincinnati, Ohio. This is an approved textbook in MCPS and can be purchased with textbook funds.

8. Culminating Activity

   a) List practices you consider important in maintaining accurate checking account records.

   b) Use a sample problem to reconcile a bank statement and check book balance.

G. VOCABULARY LIST

balance
bank debit memo
bank draft
bank statement
bi-annual
cancelled check
cashier's check
certified check
checkbook
checking account
checks outstanding
collateral
commercial banks
compound interest
credit unions
deposit
deposit slip
deposit in transit
discounted loan
dividends
draft
Federal Deposit Insurance Corporation
Federal Reserve System
forgery
interest
minimum average balance
negotiable
overdrawn account
paid check
postdate
promissory note
rate of interest
reconciliation
redemption value
safe deposit box
savings account
Savings and Loan Association
semi-annually
Series E Bonds
Series H Bonds
service charge
signature card
simple interest
stop-payment order
traveler's checks (cheques)
trust
withdrawal
letter of credit

H. BIBLIOGRAPHY

Books

Kraus, Albert L. The New York Times Guide to Business and Finance; the American Economy and How It Works. New York: Harper, 1972. 280 pp., $8.95 (Booklist 9/15/72, p. 54)

A resource book which explains in practical terms some basic issues in the U.S. economy. Makes judicious use of banking, U.S. market and monetary structure, foreign trade and exchange, and various aspects of taxation.

Rutberg, Sidney. Ten Cents on the Dollar, the Bankruptcy Game. New York: Simon & Schuster, 1973. 189 pp., $6.95 (Booklist 6/15/73, p. 963)

Points out gimmicks used and tells the difference between outside and inside action. Discusses lawyers, accountants, auctioneers, appraisers, and others who make their living from bankruptcy.

Shafer, Neil. Guide Book of Modern United States Currency. Racine, Wisconsin: Western Publishing Company, 1971. $2.50 (Senior HSL Catalog, 1972, p. 68)

Gives comprehensive illustrated valuation of all modern U.S. paper money from 1929 to 1971. Includes complete listing of U.S. military payment certificates.

Warmke, Roman F., et al. Consumer Economic Problems, 8th Ed. Cincinnati, Ohio: South-Western Pub. Co., 1971. (Approved text $4.86)

Kits

Money Management Series. Santa Monica, Cal.: BFA Educational Media
1 set 6 filmstrips, each @ 50 f w/records $78.00; w/cassettes $90.00

Charge Account Application
Credit Cards and Statements
Retail Merchants and Credit Associations
Bank Loan
Finance Company
Credit Union

Our Money System. Pleasantville, N.Y.: Guidance Associates

Filmstrip/record 9A415800 $19.20
Filmstrip/cassette 9A415826 $21.50
Function of "pocket money"; history and manufacture of money in U.S.; discusses banking, loans, credit, inflation, recession

Pamphlets

The following pamphlets are from the approved source, Free and Inexpensive Learning Materials, 17th biennial ed. Nashville, Tenn.: George Peabody College for Teachers, 1974. Order from distributor indicated.

The Federal Reserve System, rev. 1973. Free.

Federal Reserve Bank of Atlanta. Federal Reserve Station, Atlanta, Ga. 30303.

A condensed account of the Federal Reserve structure

Your Money and the Federal Reserve System, rev. 1973. Free.
Federal Reserve Bank of Minneapolis. Public Information Division.
Minneapolis, Minnesota 55440

Describes services of Federal Reserve Banks with special emphasis on how money is supplied and how Federal Reserve actions influence supply

Who's Who in Your Bank, 1972. 25¢

Describes the behind-the-scenes personnel and their roles in running a modern bank

You and Your Savings and Loan Associations, 1973. 25¢

Channing L. Bete Co., Inc. 45 Federal Street, Greenfield, Massachusetts 01301.

Explains the functions of this type of finance agency

Your Insured Deposit, 1970. Free.
Federal Deposit Insurance Corp. Office of Information. 550 17th Street, N.W., Washington, D.C. 20429

Explains how FDIC protects the depositor, his deposits, and his community.

Money Management Booklets (series) 25¢ each. $3.00 set of 12
Titles include:

Your Automobile Dollar
Your Clothing Dollar
Your Equipment Dollar
Your Food Dollar
Your Health and Recreation Dollar
Your Home Furnishings Dollar
Your Savings and Investment Dollar
Your Shopping Dollar

Films in Montgomery County Film Library (available through Booking)

#1235	Bank Holiday Crisis of 1933.	30 minutes	b/w
#4009	Money in the Bank - and Out.	15 minutes	color
#0233	The Federal Reserve System.	23 minutes	b/w

Films, 16mm

The following films are free and available through the Federal Reserve Bank of Richmond, Bank and Public Relations Department, 100 North Ninth Street, Richmond, Virginia 23261.

Inflation* n.d. 20 minutes animated

"Reactions of people confronted with rising prices and shortages of goods--- problems of inflation..."

Money on the Move--The Federal Reserve Today.* 1969 27 minutes color

"How cash comes into circulation and is withdrawn; personal checks are processed; information collected for ... credit decision."

Paying by Check.* n.d. 14½ minutes

"... to introduce students to checking accounts, history and procedures."

You and Your Money.* 1955 12½ minutes cartoon style

"Role of money in the economy and forces that lead to inflation and deflation... for high school."

*(Educator's Guide to Free Films, 33d annual ed., 1973, pp. 536, 544, 549, 563)

COMPOUND INTEREST TABLE

Rate

Yrs	1%	1¼%	2%	2¼%	2½%	4%	5%	5½%	6%
1	1.0100	1.0125	1.0200	1.0225	1.0250	1.0400	1.0500	1.0550	1.0600
2	1.0201	1.0252	1.0404	1.0455	1.0506	1.0816	1.1025	1.1130	1.1236
3	1.0303	1.0380	1.0612	1.0690	1.0769	1.1249	1.1576	1.1742	1.1910
4	1.0406	1.0509	1.0824	1.0931	1.1038	1.1699	1.2155	1.2388	1.2625
5	1.0510	1.0641	1.1041	1.1177	1.1314	1.2167	1.2763	1.3070	1.3382
6	1.0615	1.0774	1.1262	1.1428	1.1597	1.2653	1.3401	1.3788	1.4185
7	1.0721	1.0909	1.1487	1.1685	1.1887	1.3159	1.4071	1.4547	1.5036
8	1.0829	1.1045	1.1717	1.1948	1.2184	1.3686	1.4775	1.5347	1.5938
9	1.0937	1.1183	1.1951	1.2217	1.2489	1.4233	1.5513	1.6191	1.6895
10	1.1046	1.1323	1.2190	1.2492	1.2801	1.4802	1.6289	1.7081	1.7908
11	1.1157	1.1464	1.2434	1.2773	1.3121	1.5395	1.7103	1.8021	1.8983
12	1.1268	1.1608	1.2682	1.3060	1.3449	1.6010	1.7959	1.9012	2.0122
13	1.1381	1.1753	1.2936	1.3354	1.3785	1.6651	1.8856	2.0058	2.1329
14	1.1495	1.1900	1.3195	1.3655	1.4130	1.7317	1.9799	2.1161	2.2609
15	1.1610	1.2048	1.3459	1.3962	1.4483	1.8009	2.0789	2.2325	2.3966
16	1.1726	1.2199	1.3728	1.4276	1.4845	1.8730	2.1829	2.3553	2.5404
17	1.1843	1.2351	1.4002	1.4597	1.5216	1.9479	2.2920	2.4848	2.6928
18	1.1961	1.2506	1.4282	1.4926	1.5597	2.0258	2.4066	2.6215	2.8543
19	1.2081	1.2662	1.4568	1.5262	1.5987	2.1068	2.5270	2.7656	3.0256
20	1.2202	1.2820	1.4859	1.5605	1.6386	2.1911	2.6533	2.9178	3.2071
21	1.2324	1.2981	1.5157	1.5956	1.6796	2.2788	2.7860	3.0782	3.3996
22	1.2447	1.3143	1.5460	1.6315	1.7216	2.3699	2.9253	3.2475	3.6035
23	1.2572	1.3307	1.5769	1.6682	1.7646	2.4647	3.0715	3.4262	3.8197
24	1.2697	1.3474	1.6084	1.7085	1.8087	2.5633	3.2251	3.6146	4.0489
25	1.2824	1.3642	1.6406	1.7441	1.8539	2.6658	3.3864	3.8134	4.2919
26	1.2953	1.3812	1.6734	1.7834	1.9003	2.7725	3.5557	4.0231	4.5494
27	1.3082	1.3985	1.7069	1.8235	1.9478	2.8834	3.7335	4.2444	4.8223
28	1.3213	1.4160	1.7410	1.8645	1.9965	2.9987	3.9201	4.4778	5.1117
29	1.3345	1.4337	1.7758	1.9065	2.0464	3.1187	4.1161	4.7241	5.4184
30	1.3478	1.4516	1.8114	1.9494	2.0976	3.2434	4.3219	4.9840	5.7435
31	1.3613	1.4698	1.8476	1.9935	2.1500	3.3731	4.5380	5.2581	6.0881
32	1.3749	1.4881	1.8845	2.0381	2.2038	3.5081	4.7649	5.5473	6.4534
33	1.3887	1.5067	1.9222	2.0840	2.2589	3.6484	5.0032	5.8524	6.8406
34	1.4026	1.5256	1.9607	2.1308	2.3153	3.7943	5.2533	6.1742	7.2510
35	1.4166	1.5446	1.9999	2.1788	2.3732	3.9461	5.5160	6.5138	7.6861
36	1.4308	1.5639	2.0399	2.2278	2.4325	4.1039	5.7918	6.8721	8.1473
37	1.4451	1.5835	2.0807	2.2779	2.4933	4.2681	6.0814	7.2501	8.6361
38	1.4595	1.6033	2.1223	2.3292	2.5557	4.4388	6.3855	7.6488	9.1543
39	1.4741	1.6233	2.1647	2.3816	2.6196	4.6164	6.7048	8.0695	9.7035
40	1.4889	1.6436	2.2080	2.4352	2.6851	4.8010	7.0400	8.5133	10.2857
41	1.5038	1.6642	2.2522	2.4900	2.7522	4.9931	7.3920	8.9815	10.9029
42	1.5188	1.6850	2.2972	2.5460	2.8210	5.1928	7.7616	9.4755	11.5570
43	1.5340	1.7060	2.3432	2.6033	2.8915	5.4005	8.1497	9.9967	12.2505
44	1.5493	1.7274	2.3901	2.6619	2.9638	5.6165	8.5572	10.5465	12.9855
45	1.5648	1.7489	2.4379	2.7218	3.0379	5.8412	8.9850	11.1266	13.7646
46	1.5805	1.7708	2.4866	2.7830	3.1139	6.0748	9.4343	11.7385	14.5905
47	1.5963	1.7929	2.5363	2.8456	3.1917	6.3178	9.9060	12.3843	15.4659
48	1.6122	1.8154	2.5871	2.9096	3.2715	6.5705	10.4013	13.0653	16.3939
49	1.6283	1.8380	2.6388	2.9751	3.3533	6.8333	10.9213	13.7838	17.3775
50	1.6446	1.8610	2.6916	3.0420	3.4371	7.1067	11.4674	14.5420	18.4202

Appendix 2. Redemption Value on a $25 Series E Bond

if held	amount returned
0 to ½ year	$18.75
½ to 1 year	19.05
1 to 1½ years	19.51
1½ to 2 years	19.95
2 to 2½ years	20.40
2½ to 3 years	20.88
3 to 3½ years	21.39
3½ to 4 years	21.93
4 to 4½ years	22.53
4½ to 5 years	23.16
5 to 5½ years	23.82
5½ to 5 years, 10 months	24.51
5 years & 10 months from issue date	25.01

UNIT VI

INVESTMENTS

A. INTENT

The purpose of this unit is to familiarize the student with various forms and types of investments and to give an understanding of the elementary principles involved in investments. The unit should include the study of stocks, bonds, real estate, U.S. Government securities, the operation of the stock market, services rendered by investment brokers, and other miscellaneous types of investment.

B. UNIT INSTRUCTIONAL OBJECTIVES

At the conclusion of this unit, the student should be able to:

- display a basic understanding of the opportunities available through investments to make money work for the individual
- describe various types of investments available to the individual

C. UNIT PERFORMANCE OBJECTIVES

The student will:

1. Distinguish between stocks and bonds
2. Distinguish between common and preferred stocks
3. Distinguish among government, municipal, and corporate bonds
4. Interpret stock market and bond market tables
5. Compute dividends from securities
6. Distinguish among mutual funds, monthly investment plans, investment clubs, and closed-end investment funds
7. Compute profit or loss from stock sales and stock trades
8. Compute the price-earnings ratio of stocks
9. Compute costs of sample investments
10. Identify various other forms of individual investments

D. CROSS-REFERENCES TO APPROVED TEXTS

Performance Objectives	Texts (By Author)			
	Lankford	Lewis	Saake	Other
1	382	304 331-332	322, 339 322, 339	Recommend:
2	383	307	320, 348-349	(1) You and the Investment World by New York Stock Exchange
3	400-403	332, 346	338-347	
4	386-390 403-406	304-313 331-339	322-325, 332-333, 340-343	
5	383-386	313-317	323, 334-335, 348-349	
6	396-400	326-331	none	
7	393-396	318-326	326-335	
8	396	none	335	
9	same as 1-7, 10	same as 1-8, 10	same as 1-8, 10	
10	274-276, 301-308, 396-398	356-370 448-470, 239-242, 416,425	175, 376-388, 162-181	(2) Consumer Economic Problems, 8th ed. by Warmke, Roman, et al, South-Western Pub. Co., 1971.

E. SAMPLE ASSESSMENT MEASURES

1. PERFORMANCE OBJECTIVE VI - 1: The student will distinguish between stocks and bonds.

Assessment Measures

a) State the major difference between a stock and a bond.

b) Match the following:

_____ (1) Stock	(a) Represents money lent to a corporation or a government that is repaid in full by a specified date, plus interest
_____ (2) Bond	(b) Represents ownership in a corporation in which dividends are paid on shares if the company earns profits

2. PERFORMANCE OBJECTIVE VI - 2: The student will distinguish between common and preferred stock.

Assessment Measures

a) Match the following:

_____ (1) Common stock	(a) The owner is guaranteed a certain percent of the par value each year as his share of the profit if dividends are declared
_____ (2) Preferred stock	(b) The owner's dividends, if any, are determined by board of directors and the amount of profit

b) Preferred stock differs from common stock in that preferred stock generally:

(1) Entitles the holder to voting rights per share

(2) Increases in price faster than common stock

(3) Provides for specified devidends

(4) Is repaid in full no matter what happens to the company

3. PERFORMANCE OBJECTIVE VI - 3: The student will distinguish among government, municipal, and corporate bonds.

Assessment Measures

a) Match the following:

_____ (1) Government bonds	(a) Bonds lending money to and issued by the United States of America
_____ (2) Corporate bonds	(b) Bonds lending money to and issued by state, city, town, and other local governments
_____ (3) Municipal bonds	(c) Bonds lending money to and issued by corporations

b) (1) Determine whether the following situation describes a government, municipal, or corporate bond.

(2) Determine the total amount of profit to the bond holder.

The Westgate school district decides to build a new $1,000,000 school. After getting approval from the voters, the school district sells bonds to investment bankers for $1,000,000. The investment bankers then sell bonds (at a price to cover expenses and to make a profit) to people or institutions that feel this is a good way to invest their money. You bought one of these bonds in 1965 and paid $1000 for it. The bond states the school district will pay back your $1000 by 1985 and that in the twenty-year interval you will collect your interest on the bonds by means of coupons, two for each of the twenty years. Each coupon is worth $17.50 and states the day and month of the year when the $17.50 is to be paid.

4. PERFORMANCE OBJECTIVE VI - 4: The student will interpret stock market and bond market tables.

Assessment Measures

a)

1973 High	Low	Stock and Dividends in dollars	PE	100's	Hi	Lo	Close	Net chg.
118	111	Bos. I pf. 8.88	-	150	112	111	112	+1

(1) What was the total number of sales for the day?

(2) What does the "pf" mean?

(3) What was the closing price the previous day?

(4) What is the amount of dividend paid annually per share?

b)

1973 High	Low	Stock and Dividends in dollars	PE	100's	Hi	Lo	Close	Net chg.
21	14 5/8	Fresnillo .40	17	26	19 7/8	19 5/8	19 3/4	-1/2

(1) What does the "17" refer to?

(2) What was the highest selling price of the day?

(3) How many shares of stock were sold that day?

(4) What dividends have been paid on the last declaration?

c)

Corporation Bonds								
1973 High	Low	Bonds	Sales in $1000		Hi	Lo	Close	Net chg.
98 1/4	84 3/4	Nat. Dist. cv 4 1/2s 92	79		95	94	94 3/4	+1/4

(1) What is the interest rate on the above bond?

(2) When does the bond mature?

(3) What was the high sale for the day?

(4) What was the closing price of trading the previous day?

(5) What does the "cv" mean?

5. PERFORMANCE OBJECTIVE VI - 5: The student will compute dividends from securities.

Assessment Measures

a) American Telephone and Telegraph declared a 2.8% dividend on a common stock with a par value of $100. If you own 150 shares, what is the amount of your dividend?

b) John Peters owns 200 shares of Brown Company's 6% preferred stock. He paid 46 1/8 for each share when he purchased the stock. The par value of the stock is $50. How large is his annual dividend check?

c) Bob Moore bought 65 shares of common stock and 200 shares of 5% preferred stock of the Allied Parts Corporation.

(1) If the company has been paying an annual dividend of $1.07 per share on its common stock, how much in dividends will he receive over one year on his common stock?

(2) If the par value of the preferred stock is $50, how much in dividends will he receive over one year on his preferred stock?

(3) What total dividends should he expect to receive from Allied Parts Corporation for the year?

6. PERFORMANCE OBJECTIVE VI - 6: The student will distinguish among mutual funds, monthly investment plans, investment clubs, and closed-end investment funds.

Assessment Measures

a) Match the following:

_____ (1) Mutual funds	(a) A group of people who pool their money and purchase stocks selected by vote of the members
_____ (2) Monthly investment plans (MIP)	(b) Members' monies are invested in different stocks by paid managers
_____ (3) Investment clubs	(c) A pay-as-you go plan for buying securities through brokerage firms that are members of the New York Stock Exchange
_____ (4) Closed-end investment funds	(d) A company with a fixed number of shares, and the stock must be purchased from a member who wishes to sell

7. PERFORMANCE OBJECTIVE VI - 7: The student will compute profit or loss from stock sales and stock trades.

Assessment Measures

a) How much profit or loss did Charles Malcom have when he bought 200 shares of Sherw Wm at 37 and sold them at 38 1/2, if the brokers and various and sundry taxes on the transaction were 1 1/2% when he bought and again when he sold?

b) Find the profit or loss from each of the following stock sales:

	Shares	Market Value at purchase	Market Value at sale
(1) Pac Tin	100	8	11 1/4
(2) Stan Wk	70	43	37

Be sure to consider brokerage fees. (See Appendix 1.)

8. PERFORMANCE OBJECTIVE VI - 8: The student will compute the price/earnings ratio of stocks.

Assessment Measures

a) Find the price/earnings ratio for the following stocks:

	Price	Annual Earning (per share)
(1) FGH Corporation	26 1/2	$1.36
(2) Nat Cash Reg	145 1/2	$1.20

b) A P/E ratio under 12-1 is considered low

A P/E ratio from 13-1 to 24-1 is considered normal

A P/E ratio above 25-1 is considered high

Qualify the P/E ratio of the following companies as to low, normal or high

	Price	Annual Earnings
(1) Goodyear	30 7/8	$1.78
(2) Borg-Warner	28 1/2	$3.55
(3) Masonite	65 1/2	$1.85

c) If yield is the percent of your investment you receive as income each year; i.e., yield = $\frac{\text{annual dividend}}{\text{price per share}}$

Find the yield and P/E of the following stocks:

	Quarterly Dividend	Price per Share
(1) American Airlines	$.20	35
(2) Lockheed	$.30	23 7/8
(3) Campbell Soup	$.41	32 1/8

9. PERFORMANCE OBJECTIVE VI - 9: The student will compute costs of sample investments.

Assessment Measures

a) Mr. Jones has ten shares each of ten different preferred stocks. The total value amounts to $6,323. He also has ten different bonds valued at a total of $1,116. Ten shares of stocks valued at $46 a share became worthless. Mr. Peters has fifty shares of stock in three different corporations, the total value of which is $5,200; and ten bonds, the total value of which is $1,046. Fifty shares of Mr. Peter's stock are the same kind as the ten shares of Mr. Jones' stock that became worthless.

(1) What is Mr. Jones' percentage of loss on his total investment?

(2) What is Mr. Peter's percentage of loss on his total investment?

b) Mr. Smith purchased ten $500 bonds at 99 1/4. He paid a commission of $12.50 on the purchase. He earned $600.00 interest in the two years and then sold the bonds at 95 1/4, paying a commission of $12.50 on the sale. What was his profit or loss during the two years?

c) Joey Owens bought an old brass bed at an antique shop in Pennsylvania for $150.00. She polished it herself, paying $2.85 each for three cans of polish. Six months later she saw the identical bed in a local furniture store for $520.00. Would you suggest Joey sell the bed or keep it as an investment? How much could Joey profit if she sold the bed now?

10. PERFORMANCE OBJECTIVE VI - 10: The student will identify various other forms of individual investments.

Assessment Measure

a) List several forms of investment other than securities available to the individual.

ANSWERS TO SAMPLE ASSESSMENT MEASURES

1. a) A stock is part ownership in a company, and a bond is a promissory note from the government or corporation for money lent to them.

   b) (1) b
   (2) a

2. a) (1) b
   (2) a

   b) 3

3. a) (1) a
   (2) c
   (3) b

   b) (1) Municipal
   (2) $700.00

4. a) (1) 15,000 shares
   (2) Preferred stock
   (3) $111.00
   (4) $8.88

   b) (1) Price/earnings ratio
   (2) $19,875
   (3) 2600 shares
   (4) $.40 per share

c) (1) 4 1/2%
(2) 1992
(3) 95% of par or $950.00
(4) 94 1/2% of par or $945.00
(5) Convertible to common stocks

5. a) $420.00

b) $600.00

c) (1) $69.55
(2) $500.00
(3) $569.55

6. a) (1) b
(2) c
(3) a
(4) d

7. a) $73.50 profit

b) (1) $291.75 profit
(2) $482.00 loss

8. a) (1) 19.5-1
(2) 121.3-1

b) (1) Normal (17.3-1)
(2) Low (8.0-1)
(3) High (35.4-1)

c) (1) 2.3%, 43.8-1
(2) 5.0%, 19.9-1
(3) 5.1%, 19.6-1

9. a) (1) 6.2%
(2) 36.8%; diversification for the small investor reduces risk of loss.

b) Profit of $375.00

c) Opinions will vary: approximately $361.45

10. a) (1) Life insurance
(2) Credit union shares
(3) Art
(4) Antiques
(5) Real estate
(6) Commodities and goods
(7) Savings accounts
(8) Rental property
(9) Financing mortgages
(10) Private enterprise
(11) Jewelry
(12) Crafts
(13) Trust funds

(14) Pension funds
(15) Annuities
(16) Investment in self-education
(17) Gold
(18) Silver
(19) Retirement funds

F. SUGGESTIONS TO THE TEACHER

At the conclusion of each suggestion the reader will find one or more numbers in parentheses. These numbers relate to the unit performance objectives of Section C. The methods suggested are meant to enhance instruction for these specific objectives.

1. Show an introductory film on the stock market.

2. Have students interview parents or adult friends regarding experiences with investments. (1, 2, 3, 6, 10)

3. Discuss inflation and how investments which increase in value may offset the decreased purchase value of the dollar; the desirability of accumulating adequate cash reserve and life insurance before investing; the rules for investment. (1, 2, 3, 6, 10)

   a) Remember the risks as well as the rewards.

   b) Always get the facts about the company or stock.

   c) Get good advice from a reputable broker.

   d) Be sure you have provided for family emergencies.

   e) Tailor investments to personal goals; yield in various contexts; and industries that have had economic reversals.

4. Have students collect information on local interest rates on savings accounts.

5. Have students select a particular stock and chart the price movement of this stock for a period of time. (7, 9)

6. Arrange a field trip to the local organized stock exchange. (1, 2, 3, 4)

7. Invite speakers from a stock exchange firm, antiques dealer, savings bank, and other investment firms of interest. (1, 2, 4, 6, 10)

8. Have students check into information on bond issues for schools in Montgomery County. (1, 3, 4, 9)

9. Have each student assume he has $1,000 to invest and decide how and why to invest as well as the advantages or disadvantages of his choice of investment. (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

10. Have students consider the advantages and disadvantages of starting a restaurant as a proprietorship, a partnership, or a corporation; the same with a publishing company; running a health clinic; publishing a newspaper; running a manufacturing plant and so on. (10)

11. If possible, as a learning experience, suggest that the class as a group purchase a single share of good quality stock, discussing the brokerage confirmation, and follow the stock until the end of the year when they sell it, profit or loss. (This unit is suggested here. However, you may want to do it earlier in the year with this activity as motivation.) (2, 4, 5, 7, 8, 9)

12. Assign various student groups to evaluate and present for class discussion situations similar to the following (include art, antiques, etc.) Discuss how the following situations can result in the formation of real profit:

    a) Peter Falk deposited $100 in a savings account at a commercial bank. (9)

    b) Mary Collins bought 100 shares of original stock issue in XYZ Corporation. (7)

    c) ABC firm borrowed $50,000 on a short-term (10-month) loan from a bank. (10)

    d) From bonds it issued, RST Corporation received $1,000,000. (4, 5)

    e) Roger Adams bought 100 shares of Westinghouse Electric common stock. (7)

    f) KLM Corporation paid out 1/2 of its profits and retained the other half. (7, 8)

13. Suggested Culminating Activity:

    The students will rate the following types of investments as to growth potential, income, and safety according to the given scales.

Type of Investment	Growth Potential	Income		Safety
		Rate of Return	Regularity of Income	
	(1) best (2) steady (3) generally none	(1) steady (2) very steady (3) variable		(1) best (2) good (3) risky
Preferred stock				
Common stock				
Bonds				
Art				
Antiques				
Real estate				
Savings accounts				
Rental property				
Financing mortgages				
Private enterprise				
Trust funds				

Each student will select <u>two</u> types of investments and justify the answers. (Answers will vary.)

14. Solution to Culminating Activity:

Type of Investment	Growth Potential	Income: Rate of Return	Income: Regularity of Income	Safety
	(1) best (2) steady (3) generally none	(1) steady (2) very steady (3) variable		(1) best (2) good (3) risky
Preferred stock	3	1	2	1
Common stock	1	3	3	3
Bonds	3	2	2	1
Art	2	-	-	2
Antiques	2	-	-	2
Real estate	1	3	3	1
Savings accounts	2	2	2	1
Rental property	2	1	1	2
Financing mortgages	2	2	2	2
Private enterprise	1	3	3	3
Trust funds	3	2	2	1

The justifications will vary with individual students.

G. VOCABULARY LIST

bonds
brokerage
closing price
common stock
dividends
market value of stock
mutual fund
odd lots
opening price
over-the-counter stock
par value of stock
preferred stock
price/earnings ratio
proceeds
round lots
securities
share of stock
stockbroker
stock exchange
stockholder
stocks
yield

H. BIBLIOGRAPHY

Books

Bockl, George. How Real Estate Fortunes Are Made. Englewood Cliffs, New Jersey: Prentice-Hall, 1972. 254 pp., $8.95 (Booklist 2/1/73, p. 500)

Experienced advice on a wide variety of techniques. Gives good ideas for the professional as well as the beginner. Tells how to trade buildings for gain, the different uses of leverage, and the creation of a conduit.

DeForest, Michael Jean. How to Buy at Auction. New York: Simon & Schuster, 1972. 224 pp., $6.95 (Booklist 9/15/72, p. 58)

Guide for the novice auction buyer. Tells what is purchasable, how to locate auctions, what to examine, note, and record at preview auctions. Tells what merits and defects to look for in furniture, jewelry, and other goods. Discusses suitable attire, etiquette, wise bidding and purchasing, and claiming one's purchase.

Janeway, Eliot. You and Your Money: A Survival Guide to the Controlled Economy. 284 pp., $5.95 (Booklist 4/15/73, p. 778)

Presents provocative, timely advice on money management under the present economic conditions. The author promotes investment in savings and insurance before investment in equities and then investment in bonds rather than stocks.

Neal, Charles V. How to Keep What You Have; or, What Your Broker Never Told You. New York: Doubleday, 1972. 314 pp., $7.95 (Booklist 12/15/72, p. 368)

Summarizes investment basics to help the layman handle his capital or seek professional advice

Films in Montgomery County Film Library (available through Booking)

#502 In Trust for Tomorrow. 13 1/2 minutes, color free. National Association of Manufacturers (available on loan - pay return postage)

#2095 Lady and the Stock Exchange. 30 minutes, color free. Modern Talking Pictures.

Explains role of stock exchange. Very well done.

#3763 Market in Motion. 13 minutes, color. Modern Talking Pictures (free)

Information on the stock exchange

Non-previewed Films

Behind the Ticker Tape. United World Free Service

Grandpa's Inheritance. U. S. Treasury Department (free)

Something for a Rainy Day. 17 minutes, color. Dun & Bradstreet Film Series $150/$695 5 film series

The One-Man Band That Went to Wall Street. (4800). Modern Talking Pictures (free)

The Stock Exchange and Investing. (2482). Modern Talking Pictures (free)

24 Hours in Tyrantland. U. S. Treasury Department (free)

Your Share in Tomorrow. (1051). 27 minutes, color. Modern Talking Pictures. (free)

Stockmarket

Working Dollars. (644). 13 minutes, color. Modern Talking Pictures. (free)

Stockmarket

APPENDIX 1

MARKET VALUE OF SALE OR PURCHASE[1]	BROKERAGE[2]
Less than $100	As agreed upon
$100-$399.99	2% + $3.00
$400-$2399.99	1% + $7.00
$2400-$4999.99	1/2% + $19.00
$5000 and more	1/10% + $39.00

When stocks are sold in odd lots (quantities other than 100 or multiples of 100 shares), the brokerage charge is (sometimes) $2.00 less than the fee computed by the ratio for round lots.

[1]For stocks selling at $1 per share or more and involving 100 shares or less.

[2]The fee for multiples of 100 shares of stocks is determined by the fee for 100 shares multiplied by the multiple. The fee shall not be less than $6 for a sale of $100, or more than $75 for the sale of 100 shares or less.

UNIT VII

INCOME TAXES

A. INTENT

The purpose of this unit is to familiarize the student with the role of taxes in our society and the preparation of federal and state income tax returns. Learning activities should include a brief history of income taxes at federal, state and local levels; detailed study of Federal Income Tax Forms 1040 and 1040A as well as Maryland Income Tax Forms 502 and 503; an estimation of the supplements for those federal and state forms; Social Security tax and benefits; and the W-2 form.

B. UNIT INSTRUCTIONAL OBJECTIVES

At the conclusion of this unit, the student should be able to:

- recognize the role that taxes play in our society
- prepare accurate tax returns

C. UNIT PERFORMANCE OBJECTIVES

The student will:

1. Interpret the important events in the historical development of income taxes
2. Recognize the role of the Internal Revenue Service
3. Interpret graphically the federal tax proportions allocated to various public services
4. Identify the two individual responsibilities a taxpayer must assume in calculating his tax returns
5. Describe the importance of a Social Security number
6. Compute the amount of Social Security tax, given a specific income
7. Calculate the payments received from Social Security benefits, given a typical situation
8. Describe who must file a specific return
9. Distinguish among various filing statuses, especially noting a comparison of married/joint return vs. married/separate return
10. Distinguish between itemizing deductions and using standard deduction on federal and state tax forms

11. Compute tax owed the government, using tax tables and schedules

12. Interpret the W-2 (Wage and Tax) statement

13. Prepare the tax return 1040A for a given typical situation

14. Given a typical situation, prepare tax return 1040 using schedules A & B and various supplementary schedules

15. Prepare a Maryland Income Tax return, given a typical situation

D. CROSS-REFERENCES TO APPROVED TEXTS

Performance Objectives	Texts (By Author)		
	Lankford	Lewis	Saake
1	none	none	242-244
2	none	181	234
3	246	none	none
4	none	none	none
5	238-243	170	230
6	178, 238-240	170-176	230
7	241-243	400-411	230-233
8	218	none	none
9	218-220	181-194	none
10	225-228	185-199	242-243
11	225-228	186, 192	248
12	212-214, 224	180	none
13	none	182-185	none
14	221-224	194-199	none
15	none	199-204	none

E. SAMPLE ASSESSMENT MEASURES

1. PERFORMANCE OBJECTIVE VII - 1: The student will interpret the important events in the historical development of income taxes.

Assessment Measures

a) Match the following:

_____ (1)	First tax collectors were paid by this means	(a) 1935
_____ (2)	Date of first income tax	(b) 1861
_____ (3)	George Washington imposed tax on these articles	(c) Commission
_____ (4)	Date Social Security Act was passed	(d) War debts
_____ (5)	Internal Revenue Service first organized	(e) Liquor, tobacco
_____ (6)	Main reason taxes were imposed before 1900's	(f) 1951

b) State the major historical event dealing with taxation that occurred during the years listed below:

(1) 1646 (4) 1951

(2) 1935 (5) 1909

(3) 1861

2. PERFORMANCE OBJECTIVE VII - 2: The student will recognize the role of the Internal Revenue Service.

Assessment Measure

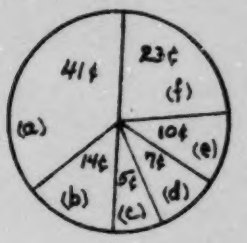
a) Describe the function of the I.R.S.

3. PERFORMANCE OBJECTIVE VII - 3: The student will interpret graphically the Federal proportions allocated to various public services.

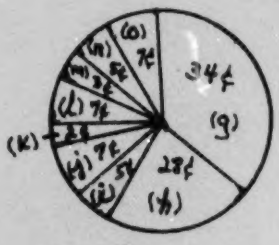
Assessment Measures

a) Given the following graphs, match the letters that stand for portions of the graph with the correct word or phrase that best describes that portion.

Where Taxes Come From



Where Tax Money Goes:



_____ (1) National defense

_____ (2) Interest

_____ (3) Agriculture

_____ (4) Other

_____ (5) Social Insurance & retirement

_____ (6) Corporation income taxes

_____ (7) Borrowing

_____ (8) Commerce & transportation

_____ (9) Health

_____ (10) Exercise taxes

_____ (11) Veterans

_____ (12) Individual income taxes

_____ (13) Income security

_____ (14) Education & manpower

b) On the graph showing how tax monies are spent, 7¢ goes for "others". Construct a circle graph on this 7¢ showing where the money goes. The information needed is:

International Affairs - 1 1/2¢ per dollar

National resources and environment - 1 1/2¢ per dollar

Community development and housing - 2¢ per dollar

General government - 2¢ per dollar

4. PERFORMANCE OBJECTIVE VII - 4: The student will identify the two individual responsibilities a taxpayer must assume in calculating his tax returns.

Assessment Measures

a) Match the following:

_____ (1) Self-assessment	(a) Places on the taxpayer the responsibility for filing an income tax return
_____ (2) Voluntary compliance	(b) Places on the taxpayer the responsibility for determining the amount of tax owed the government or the amount of tax owed by the government

5. PERFORMANCE OBJECTIVE VII - 5: The student will describe the importance of a Social Security number.

Assessment Measures

a) Explain, in your own words, the two specific purposes of a Social Security number.

b) Given the following, list the respective numbers of those forms which have a direct connection with your Social Security:

(1) Checking account application	(4) Credit card application
(2) Social Security	(5) Tax returns
(3) Savings account application	(6) Withholding exemption certificate

6. PERFORMANCE OBJECTIVE VII - 6: The student will compute the amount of Social Security tax, given a specific income.

Assessment Measures

a) Julie Rosenburg earned $400 in June on her new job. How much will be withheld for Social Security at the rate of 5.85%?

b) Don Magruder earned $738.42 in September. His pay check stub showed that $43.20 was withheld for Social Security. If the rate for Social Security is 5.85%, was his deduction correct?

7. PERFORMANCE OBJECTIVE VII - 7: The student will calculate the payments received from Social Security benefits, given a typical situation.

Assessment Measures

a) A primary benefit is the benefit paid to a worker. Benefits paid to his dependents are usually a percent of this primary benefit. However, the total of all benefit payments may not exceed the maximum family payment. Suppose that, upon retirement, Mr. Taylor received a primary benefit of $165, and Mrs. Taylor was entitled to 59% of this amount. Questions:

(1) What was the amount of Mrs. Taylor's benefits?

(2) What was the Taylor's total benefit?

(3) If the total family benefit allowable is $354.40, can they draw the total of their two benefits?

b) When workers die, their dependents are entitled to survivor's benefits. Payments for survivor's benefits follow the following guidelines.

Dependent	Benefit
Unmarried children under 18	75% of primary benefit
Widow under age 60 if caring for children under age 18	75% of primary benefit

When Jim Smith died, he left a 32-year-old wife and three children, ages 10, 9, and 5. He was fully insured and was entitled to a primary benefit of $144.00.

(1) How much was Mrs. Smith's monthly benefit?

(2) How much was the total monthly benefit for the children?

(3) How much was the total of Mrs. Smith's and the children's monthly benefits?

(4) If the total monthly family benefit allowable for this amount of average monthly earnings is $292.00, will the entire survivor's benefit be paid?

(5) How much is the Smith's monthly survivor's benefit payment?

8. PERFORMANCE OBJECTIVE VII - 8: The student will describe who must file a specific income tax return.

Assessment Measures

a) Under what conditions can a citizen use federal income tax form 1040A?

b) Give five reasons why a person cannot file on form 1040A and therefore must file on 1040.

9. PERFORMANCE OBJECTIVE VII - 9: The student will distinguish among various filing statuses, especially noting a comparison of married/joint vs. married/separate return.

Assessment Measures

a) Match the following:

_____ (1) Husband and wife file together including all income, exemptions, and deductions of both as a total	(a) Married filing jointly
_____ (2) Husband and wife each files his own return with his own income, exemptions, and deductions	(b) Widow with dependents
_____ (3) Generally, unmarried or legally separated under a decree of divorce on the last day of the tax year	(c) Single
_____ (4) Widower with dependent children	(d) Head of household
_____ (5) Unmarried with no dependents	(3) Married filing separately

b) Differentiate between married filing jointly and married filing separately.

10. PERFORMANCE OBJECTIVE VII - 10: The student will distinguish between itemizing deductions and using the standard deduction on federal and state tax forms.

Assessment Measures

a) Match the following:

_____ (1) 16% of adjusted gross income but limited to $2,600	(a) Itemized deduction
_____ (2) Charitable contributions, interest and taxes of a non-business nature, medical and dental expenses, alimony, child care, and certain losses	(b) Standard deductions

b) Describe the standard deduction and itemized deduction requirements for Maryland's tax form.

11. PERFORMANCE OBJECTIVE VII - 11: The student will compute tax owed the government using tax tables and schedules. (See Appendix 1)

Assessment Measures

a) Give answers to the following blanks on form 1040 given the following information:

Adjusted gross income - $14,000

Exemptions - 2 (Husband and Wife)

Use standard deduction

Filing jointly

Part III - Tax computation

43. Adjusted gross income 43. _____

44. (a) If you itemize deductions enter total from Schedule A, line 41 and attach Schedule A.

(b) If you do not itemize deductions, enter 16% of line 43, but do NOT enter more than $2,600. 44. _____

45. Subtract line 44 from line 43. 45. _____

46. Multiply total number of exemptions on line 7 by $750. 46. _____

47. Taxable income (Subtract line 46 from line 45) (Figure your tax on amount on line 47 by using tax rate schedule X, Y, or Z or if applicable the alternative tax from Schedule D, income averaging from Schedule G). Enter on line 16a. 16a _____

b) Complete the following sections of 1040A figuring your income tax. Both problems involve filing jointly. (See Appendix 1 or 2)

12. Adjusted gross income _____

13a Tax Tables Schedule X, Y, Z _____

b Credit for personal exemptions (multiply number of exemptions by $30) _____

14a Balance (subtract 13b from 13a) _____

b Credit for contributions to candidates for public office _____

15. Income tax (subtract 14b from 14a) If less than zero, enter zero _____

(1) For line 12 amounting to $8,950, two exemptions, no contributions to public office and filing jointly

(2) For line 12 amounting to $14,100 and three exemptions

12. PERFORMANCE OBJECTIVE VII - 12: The student will interpret the W-2 (Wage and Tax) statement.

Assessment Measures

Wage and Tax Statement 1975

BANCROFT COMPANY
1415 LINCOLN ST.
GOODTOWN, NEBRASKA

Type or print EMPLOYER'S name, address, ZIP code and Federal (State) identifying number.

Copy 1 For State, City, or Local Tax Dept. Employee's copy and employer's copy compared ☐

Employee's social security number	1 Federal income tax withheld	2 Wages, tips, and other compensation	3 FICA employee tax withheld	4 Total FICA wages
499-148-529	4256.37	19567.69	824.85	14100.00

Type or print Employee's name, address and ZIP code below.

John L. Westwood
612 Poplar Drive
Goodtown, Nebraska 68102

5 Was employee covered by a qualified pension plan etc?	6	7
8 State or local tax withheld: 1308.16	9 State or local wages	10 State or locality: NEB.
11 State or local tax withheld	12 State or local wages	13 State or locality

a) Answer the following questions regarding the W-2 Form:

(1) How much income was withheld for taxes?

(2) What was John Westwood's gross salary for 1975?

(3) Why is the total F.I.C.A. wage $14,100?

(4) Is $824.85 the current Social Security tax if the rate is 5.85%?

13. PERFORMANCE OBJECTIVE VII - 13: The student will prepare the tax return 1040A for a given typical situation. (See Appendix 3.)

Assessment Measures

a) Fill out form 1040A for the following problem:

Brian A. Backer is a student at State University. We worked as an apprentice for H.E.W. during his summer vacation making a total $2,068.00. $304.70 was withheld for Federal Income Tax. Dan's address is 332 First Street, Silver Spring, Maryland 20904. His social security number is 480-16-2356. He is single.

b) Fill out form 1040A for the following problem:

Lyle A. and Elizabeth M. Schnadt are married and live at 18381 Lost Knife Circle, Gaithersburg, Maryland 20760. The following information is pertinent to their income tax forms.

(1) They're going to file jointly

(2) Child - Sarah, aged 3

(3) Lyle's Social Security number 112-45-9076
Elizabeth's Social Security number 908-87-1234

(4) Lyle's wages - $14,000 - Construction manager
Elizabeth's wages - 0 - Housewife

(5) $2,203.00 in taxes withheld

(6) Savings account paid interest - $24.00

(7) Cashed $50 savings bond that was purchased for $17.00

(8) Dividends - $143 jointly owned

14. PERFORMANCE OBJECTIVE VII - 14: The student will, given a typical situation, prepare tax return 1040 using schedules A & B and various supplementary schedules. (See Appendix 1, 2, and 4)

Assessment Measures

a) Given the following information what forms and schedules are needed?

b) File a completed tax form using all the information provided.

Names: John A. and Mary C. Jones
222 First Avenue
Anytown, N.Y. 11112

(H) Soc. Sec. 123-45-6789
(W) Soc. Sec. 038-31-2618

Filing jointly

14. PERFORMANCE OBJECTIVE VII - 14: CONT'D.

Exemptions: 2 children - David and Mary
Mother - Maryanne Jones: lived with couple for 1 year; no income; couple paid alone, all her income

Wages: (H) Machine Corp. (electrician) $15,000.00
(W) Librarian $ 6,000.00

Tax withheld: (H) $1,763.00
(W) $ 858.00

Dividends: (jointly)	$430.00	Consolidated Fund	50.00
		I.B.M.	250.00
		Jane's Corp.	30.00
		Energetic Power	100.00
Interest:	$350.00	Chemical Bank	290.00
		"E" bonds	52.00
		Credit Union	8.00

Moving expense: (after form 3903) 220.00

Lawn mower: (after form 4136) 70.00

Itemized deductions: Insurance premiums - $330.00
Medicine and drugs - $360.00
Doctor, Dentist, X-rays, hospital - (91.00, 125.00, 50.00, 500.00)
Real estate taxes - $1,304
Driven 8,200 miles in car
Tax on new car - $195.00
General sales tax - $210.00
Cash contributions: Red Cross $300.00
Scouts $150.00
Church collection $ 78.00
Home mortgage (statement from bank) - interest - $1,236 Installment purchases - $123
Tropical storm Agnes (no insurance) - $2,600

15. PERFORMANCE OBJECTIVE VII - 15: The student will prepare a Maryland Income Tax return, given a typical situation. (See Appendix 5)

Assessment Measures

a) Answer the questions and fill out a Maryland Income Tax form for the following problem:

Joe Beavan, a high school senior, played for a band during the months of June, July, and August. Joe's income was $400 a month during this time and $57.75 had been withheld for income taxes. Other information about Joe is: Address: 122 N. Forest, Rockville, Maryland 20850. Social Security number: 220-14-8763.

(1) Why does Joe need to file a Maryland Income Tax return?

(2) Which form would be the most practical for Joe to use? Why?

(3) Complete the form. 112

ANSWERS TO ASSESSMENT MEASURES

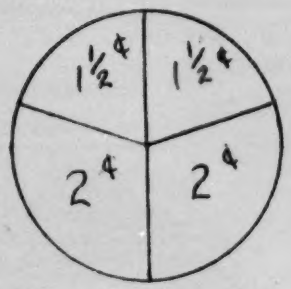
1. a) (1) c
(2) b
(3) e
(4) a
(5) f
(6) d

b) (1) New Englanders paid tax on occupations - ancestor to our income tax
(2) Social Security Act passed
(3) First income tax
(4) Internal Revenue Service (I.R.S.) first organized
(5) Corporation excise tax became law

2. a) An agency of the government that collects and distributes income tax monies.

3. a) (1) g
(2) l
(3) m
(4) c
(5) f
(6) b
(7) e
(8) n
(9) j
(10) d
(11) i
(12) a
(13) h
(14) k

b)



4. a) 2

b) 1

5. a) (1) Social Security administration uses it to keep a record of all earnings that count toward old age and survivors' insurance earnings on which we pay Social Security tax.

(2) Internal Revenue Service uses it as the taxpayer identification number.

b) 2, 5, 6

6. a) $23.40

   b) yes

7. a) (1) $ 97.35
   (2) $262.35
   (3) yes

   b) (1) $108
   (2) $324
   (3) $432
   (4) no
   (5) $292

8. a) (1) Standard deductions used
   (2) Interest is ≤ $400.00
   (3) Dividends is ≤ $400.00

   b) (1) > $400 in interest
   (2) > $400 in dividends
   (3) Itemize deductions
   (4) Income > $8,660
   (5) Income other than wages, salaries, tips, dividends
   (6) Form W-2 showed uncollected employee tax on tips
   (7) Need to file any supplementary income tax forms

9. a) (1) a
   (2) e
   (3) d
   (4) b
   (5) c

   b) Married filing jointly - includes all the income, exemptions and deductions in one return. Married, filing separately - separate returns in which husband and wife includes his own income exemptions, and deductions on his own return.

10. a) (1) b
   (2) a

   b) (1) Standard deductions - 10 percent of total Maryland income; not to exceed $500

   (2) Itemize deductions - if itemized on Federal return, you may elect to itemize a Maryland return, but nothing should be claimed that wasn't claimed on the Federal. There are some exceptions; be sure to check on these for the Maryland forms.

11. a) Line 43 $14,000
   Line 44 $ 2,240
   Line 45 $11,760
   Line 46 $ 1,500
   Line 47 $10,260
   Line 16a $ 1,877.20

b) (1)

Line 12	$ 8,950
Line 13a	$ 2 910
Line 13b	$ 60
Line 14a	$ 850
Line 14b	0
Line 15	850

(2)

Line 12	$14,000
Line 13a	$ 2,789 (☑ Table X, Y, Z)
Line 13b	$ 90
Line 14a	$ 2,695
Line 14b	0
Line 15	$ 2,695

12. a) (1) $ 4,256.37
(2) $19,567.69
(3) Social Security is 5.85% of wages up to $14,100.
(4) Yes

13. a) See page 116

b) See page 117

14. a) Form 1040, schedule A & B are needed.

b) See pages 118, 119, 120, and 121

15. a) (1) To get refund of $57.75

(2) Form 503 is the best to use because it is the easier of the two, and Joe is eligible under its restrictions:

a) Income ≤ $10,000
b) Did not itemize
c) Not married filing separately

(3) See form 503 pages 122 and 123.

F. SUGGESTIONS TO THE TEACHER

Listed at the conclusion of each suggestion is the performance objective number to which the suggestion applies.

1. Write to Department of the Treasury - Internal Revenue Service for their Teaching Taxes Program. This program includes student texts, a teacher's guide, enlarged tax forms, and three films; the material is free. (Federal Income Tax) (1-14)

2. Obtain various supplementary tax forms from the post office and display on bulletin board. (6, 8, 9, 10, 11, 12, 13, 14 for Federal; Md. Banks for Md. Income Tax.)

3. Have students compile a working handbook during the study of taxes with key points and explanations to aid them later. (All)

13. a)

Short Form 1040A — U.S. Individual Income Tax Return

Department of the Treasury Internal Revenue Service — **1975**

Please print or type

Name (If joint return, give first names and initials of both): Brian A. — Last name: Backer

Your social security number: 480 16 2356

For Privacy Act Notification, see page 2 of Instructions.

Present home address (Number and street, including apartment number, or rural route): 332 First Street

Spouse's social security no.:

For IRS use only

City, town or post office, State and ZIP code: Silver Spring, Maryland 20904

Occupation — Yours ▶ Student — Spouse's ▶

Requested by Census Bureau for Revenue Sharing ▶ A In what city, town, village, etc., do you live? | B Do you live within the legal limits of the city, town, etc.? ☐ Yes ☐ No ☐ Don't know | C In what county and State do you live? County : State | D In what township do you live? (See page 5.)

Filing Status

1 ☑ Single (check only ONE box)
2 ☐ Married filing joint return (even if only one had income)
3 ☐ Married filing separately. If spouse is also filing give spouse's social security number in designated space above and enter full name here ▶
4 ☐ Unmarried Head of Household (See page 4 of Instructions) ▶
5 ☐ Qualifying widow(er) with dependent child (Year spouse died ▶ 19) See page 4 of Instructions.

Exemptions

6a Regular ☑ Yourself ☐ Spouse — Enter number of boxes checked ▶ 1
b First names of your dependent children who lived with you — Enter number ▶
c Number of other dependents (from line 22) ▶
d Total (add lines 6a, b, and c) ▶ 1
e Age 65 or over ☐ Yourself ☐ Spouse — Blind ☐ Yourself ☐ Spouse — Enter number of boxes checked ▶
7 Total (add lines 6d and e) ▶ 1

8 Presidential Election Campaign Fund ▶ Do you wish to designate $1 of your taxes for this fund? Yes / No — If joint return, does your spouse wish to designate $1? Yes / No — Note: If you check the "Yes" box(es) it will not increase your tax or reduce your refund

Attach Copy B of Forms W-2 and Check or Money Order here

9	Wages, salaries, tips, and other employee compensation (Attach Forms W-2. If unavailable, see page 6 of Instructions)	9	2068 00
10a	Dividends ($ ... see page 3) $ 10b Less exclusion $ Balance ▶	10c	
11	Interest income (if over $400, see Instructions at top of page 3)	11	
12	Total (add lines 9, 10c, and 11) (Adjusted Gross Income) (If less than $8,000, see page 18 of Instructions on "Earned Income Credit")	12	2068 00

- If you want IRS to figure your tax, see page 6 of Instructions.
- If line 12 is under $15,000, find tax in Tax Tables (on pages 8–18) and enter on line 13a, on the back.
- If line 12 is $15,000 or more, figure your tax using the Tax Computation Worksheet on page 18 of Instructions.

Form 1040A (1975) — Page 2

13a	Tax, check if from ☐ Tax Tables (pages 8-18) OR ☐ Tax Computation Worksheet (page 18)			13a	0 —
b	Credit for personal exemptions (multiply line 6d by $30)			b	30 —
14a	Balance (subtract line 13b from line 13a). If less than zero, enter zero			14a	0 —
b	Credit for contributions to candidates for public office (see page 7 of Instructions)			b	0 —
15	Income tax (subtract line 14b from line 14a). If less than zero, enter zero			15	0 —
16a	Total Federal income tax withheld (attach Forms W-2 to front)	16a	304 70		
b	Excess FICA, RRTA, or FICA/RRTA tax withheld (two or more employers—see page 7 of Instructions)	b			
c	1975 estimated tax payments (include amount allowed as credit from 1974 return)	c			
d	Earned income credit	d			
17	Total (add lines 16a, b, c, and d)			17	304 70
18	If line 15 is larger than line 17, enter BALANCE DUE IRS ▶			18	
19	If line 17 is larger than line 15, enter amount OVERPAID ▶			19	304 70
20	Amount of line 19 to be REFUNDED TO YOU ▶			20	304 70
21	Amount of line 19 to be credited on 1976 estimated tax ▶ 21				

Pay amount on line 18 in full with this return. Write social security number on check or money order and make payable to Internal Revenue Service.

If all of overpayment (line 19) is to be refunded (line 20) make no entry on line 21

Other Dependents

(a) NAME	(b) Relationship	(c) Months lived in your home. If born or died during year, write B or D	(d) Did dependent have income of $750 or more?	(e) Amount YOU furnished for dependent's support. If 100% write ALL	(f) Amount furnished by OTHERS including dependent
				$	$

22 Total number of dependents listed in column (a). Enter here and on line 6c ▶ 1

Under penalties of perjury I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief it is true, correct and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Sign here ▶ Your signature — Date 130 (116)

▶ Spouse's signature (If filing jointly, BOTH must sign even if only one had income)

▶ Preparer's signature (other than taxpayer) — Date

Address (and ZIP Code)

13. b)

Short Form 1040A U.S. Individual Income Tax Return

Department of the Treasury Internal Revenue Service — 1975

Please print or type

Name (If joint return, give first names and initials of both): Lyle A. and Elizabeth M. | Last name: Schnadt

Present home address (Number and street, including apartment number, or rural route): 18381 Lost Knife Circle

City, town or post office, State and ZIP code: Gaithersburg Md. 20760

Your social security number: 112 45 9076

Spouse's social security no.: 908 87 1234

For Privacy Act Notification, see page 2 of instructions.

For IRS use only

Occupation: Yours ▶ Construction Manager; Spouse's ▶ Housewife

Requested by Census Bureau for Revenue Sharing

A In what city, town, village, etc., do you live? Gaithersburg

B Do you live within the legal limits of the city, town, etc.? ☐ Yes ☑ No ☐ Don't know

C In what county and State do you live? County: Montgomery State: Md.

D In what township do you live? (See page 5.) —

Filing Status (check only ONE box)

1 ☐ Single

2 ☑ Married filing joint return (even if only one had income)

3 ☐ Married filing separately. If spouse is also filing give spouse's social security number in designated space above and enter full name here ▶

4 ☐ Unmarried Head of Household (See page 4 of Instructions) ▶

5 ☐ Qualifying widow(er) with dependent child (Year spouse died ▶ 19) See page 4 of Instructions.

Exemptions

6a Regular ☑ Yourself ☑ Spouse — Enter number of boxes checked ▶ 2

b First names of your dependent children who lived with you Sarah — Enter number ▶ 1

c Number of other dependents (from line 22) ▶

d Total (add lines 6a, b, and c) ▶ 3

e Age 65 or over ☐ Yourself ☐ Spouse; Blind ☐ Yourself ☐ Spouse — Enter number of boxes checked ▶

7 Total (add lines 6d and e) ▶ 3

8 Presidential Election Campaign Fund: Do you wish to designate $1 of your taxes for this fund? Yes / No. If joint return, does your spouse wish to designate $1? Yes / No. Note: If you check the "Yes" box(es) it will not increase your tax or reduce your refund.

Attach Copy B of Forms W-2 and Check or Money Order here

9	Wages, salaries, tips, and other employee compensation (Attach Forms W-2. If unavailable, see page 6 of Instructions)	9	14,000 —
10a	Dividends ($ 143) 10b Less exclusion $ 143	Balance ▶ 10c	0
11	Interest income (if over $400, see Instructions at top of page 3)	11	57 —
12	Total (add lines 9, 10c, and 11) (Adjusted Gross Income) (If less than $8,000 see page 18 of Instructions on "Earned Income Credit")	12	14,057 —

- If you want IRS to figure your tax, see page 6 of Instructions.
- If line 12 is under $15,000, find tax in Tax Tables (on pages 8–18) and enter on line 13a, on the back.
- If line 12 is $15,000 or more, figure your tax using the Tax Computation Worksheet on page 18 of Instructions.

Form 1040A (1975) Page 2

13a	Tax, check if from ☐ Tax Tables (pages 8–18) OR ☑ Tax Computation Worksheet (page 18)	13a	2774 25
b	Credit for personal exemptions (multiply line 6d by $30)	b	90 00
14a	Balance (subtract line 13b from line 13a). If less than zero, enter zero.	14a	2684 25
b	Credit for contributions to candidates for public office (see page 7 of Instructions)	b	0 —
15	Income tax (subtract line 14b from line 14a). If less than zero, enter zero.	15	2684 25
16a	Total Federal income tax withheld (attach Forms W-2 to front)	16a	2203 —
b	Excess FICA, RRTA, or FICA/RRTA tax withheld (two or more employers—see page 7 of Instructions)	b	
c	1975 estimated tax payments (include amount allowed as credit from 1974 return)	c	
d	Earned income credit	d	
17	Total (add lines 16a, b, c, and d)	17	2203 —
18	If line 15 is larger than line 17, enter BALANCE DUE IRS ▶	18	481 25
19	If line 17 is larger than line 15, enter amount OVERPAID ▶	19	
20	Amount of line 19 to be REFUNDED TO YOU ▶	20	
21	Amount of line 19 to be credited on 1976 estimated tax ▶ 21		

Pay amount on line 18 in full with this return. Write social security number on check or money order and make payable to Internal Revenue Service.

If all of overpayment (line 19) is to be refunded (line 20) make no entry on line 21

Other Dependents

(a) NAME	(b) Relationship	(c) Months lived in your home if born or died during year, write B or D	(d) Did dependent have income of $750 or more?	(e) Amount YOU furnished for dependent's support. If 100% write ALL.	(f) Amount furnished by OTHERS including dependent
				$	$

22 Total number of dependents listed in column (a). Enter here and on line 6c ▶

Under penalties of perjury I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief it is true, correct and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Sign here

Your signature — Date: 131 (117)

Spouse's signature (if filing jointly, BOTH must sign even if only one had income)

Preparer's signature (other than taxpayer) — Date

Address (and ZIP Code)

14.b.

Form **1040** **US** Department of the Treasury—Internal Revenue Service

Individual Income Tax Return

1975

For the year January 1–December 31, 1975, or other taxable year beginning ..... , 1975, ending ..... , 19 ....

Please print or type

Name (If joint return, give first names and initials of both): Mary C. + John A | Last name: Jones

Present home address (Number and street, including apartment number, or rural route): 222 First Avenue

City, town or post office, State and ZIP code: Anytown, New York 11112

Your social security number: 123 45 6789

Spouse's social security no.: 038 31 2618

For Privacy Act Notification, see page 2 of Instructions.

For IRS use only

Occupation — Yours ► Electrician; Spouse's ► Librarian

Requested by Census Bureau for Revenue Sharing ► A In what city, town, village, etc., do you live? | B Do you live within the legal limits of the city, town, etc.? ☐ Yes ☐ No ☐ Don't know | C In what county and State do you live? County ..... State ..... | D In what township do you live? (See page 4.)

Filing Status

1 ☐ Single (check only ONE box)
2 ☑ Married filing joint return (even if only one had income)
3 ☐ Married filing separately. If spouse is also filing give spouse's social security number in designated space above and enter full name here ►
4 ☐ Unmarried Head of Household (See page 5 of Instructions) ►
5 ☐ Qualifying widow(er) with dependent child (Year spouse died ► 19). See page 5 of Instructions.

Exemptions

6a Regular ☑ Yourself ☑ Spouse — Enter number of boxes checked ► 2
b First names of your dependent children who lived with you ..... Enter number ► 2
c Number of other dependents (from line 27) ► 1
d Total (add lines 6a, b, and c) ► 5
e Age 65 or over ☐ Yourself ☐ Spouse; Blind ☐ Yourself ☐ Spouse — Enter number of boxes checked ►
7 Total (add lines 6d and e) ► 5

8 **Presidential Election Campaign Fund** — Do you wish to designate $1 of your taxes for this fund? Yes / No. If joint return, does your spouse wish to designate $1? Yes / No. Note: If you check the "Yes" box(es) it will not increase your tax or reduce your refund.

Please attach Copy B of Forms W-2 here

Income

9	Wages, salaries, tips, and other employee compensation (Attach Forms W-2. If unavailable, see page 3 of Instructions.)	9	21000 00
10a	Dividends (See pages 7 and 14 of Instructions) $ 430, 10b Less exclusion $ 400, Balance ► (If gross dividends and other distributions are over $400, list in Part I of Schedule B.)	10c	30 00
11	Interest income. [If $400 or less, enter total without listing in Schedule B. If over $400, enter total and list in Part II of Schedule B]	11	350 00
12	Income other than wages, dividends, and interest (from line 36)	12	
13	Total (add lines 9, 10c, 11, and 12)	13	21380 00
14	Adjustments to income (such as "sick pay," moving expenses, etc. from line 42)	14	220 00
15	Subtract line 14 from line 13 (Adjusted Gross Income) (If less than $8,000, see page 8 of Instructions on "Earned Income Credit.")	15	21160 00

- **If you do not itemize deductions and line 15 is under $15,000, find tax in Tables and enter on line 16a.**
- **If you itemize deductions or line 15 is $15,000 or more, go to line 43 to figure tax.**
- **CAUTION.** If you have unearned income and can be claimed as a dependent on your parent's return, check here ► ☐ and see page 7 of Instructions.

Tax, Payments and Credits

16a	Tax, check if from: ☐ Tax Tables ☑ Tax Rate Schedule X, Y, or Z ☐ Schedule D ☐ Schedule G OR ☐ Form 4726	16a	1963 00
b	Credit for personal exemptions (multiply line 6d by $30)	b	150 00
c	Balance (subtract line 16b from line 16a)	c	1813 00
17	Credits (from line 54)	17	
18	Balance (subtract line 17 from line 16c)	18	1813 00
19	Other taxes (from line 63)	19	
20	Total (add lines 18 and 19)	20	1813 00
21a	Total Federal income tax withheld (attach Forms W-2 or W-2P to front)	21a	2624 00
b	1975 estimated tax payments (include amount allowed as credit from 1974 return)	b	
c	Earned income credit	c	
d	Amount paid with Form 4868	d	
e	Other payments (from line 67)	e	70 00
22	Total (add lines 21a through e)	22	2691 00

Pay amount on line 23 in full with this return. Write social security number on check or money order and make payable to Internal Revenue Service.

Please attach Check or Money Order here

Balance Due or Refund

23	If line 20 is larger than line 22, enter **BALANCE DUE IRS** ► (Check here ► ☐ if Form 2210, Form 2210F, or statement is attached. See page 8 of Instructions.)	23	
24	If line 22 is larger than line 20, enter amount **OVERPAID** ►	24	878 00
25	Amount of line 24 to be **REFUNDED TO YOU** ►	25	878 00
26	Amount of line 24 to be credited on 1976 estimated tax. ► 26		

If all of overpayment (line 24) is to be refunded (line 25), make no entry on line 26.

Sign here

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

► Your signature ..... Date ..... (118)

► Spouse's signature (if filing jointly, BOTH must sign even if only one had income)

► Preparer's signature (other than taxpayer) ..... Date .....

Address (and ZIP Code) .....

16—82510-1

Other Dependents

(a) NAME	(b) Relationship	(c) Months lived in your home. If born or died during year, write B or D.	(d) Did dependent have income of $750 or more?	(e) Amount YOU furnished for dependent's support. If 100% write ALL. $	(f) Amount furnished by OTHERS including dependent. $

27 Total number of dependents listed in column (a). Enter here and on line 6c ▶

Part I Income other than Wages, Dividends, and Interest

28	Business income or (loss) (attach Schedule C)	28	
29a	Net gain or (loss) from sale or exchange of capital assets (attach Schedule D)	29a	
29b	50% of capital gain distributions (not reported on Schedule D—see page 9 of Instructions)	29b	
30	Net gain or (loss) from Supplemental Schedule of Gains and Losses (attach Form 4797)	30	
31a	Pensions, annuities, rents, royalties, partnerships, estates or trusts, etc. (attach Schedule E)	31a	
31b	Fully taxable pensions and annuities (not reported on Schedule E—see page 9 of Instructions)	31b	
32	Farm income or (loss) (attach Schedule F)	32	
33	State income tax refunds (does not apply if refund is for year in which you took the standard deduction—others see page 9 of Instructions)	33	
34	Alimony received	34	
35	Other (state nature and source—See page 9 of Instructions) ▶	35	
36	Total (add lines 28 through 35). Enter here and on line 12 ▶	36	

Part II Adjustments to Income

37	"Sick pay." (attach Form 2440 or other required statement)	37	
38	Moving expense (attach Form 3903)	38	
39	Employee business expense (attach Form 2106 or statement)	39	
40a	Payments to a Keogh (H.R. 10) retirement plan	40a	
40b	Payments to an individual retirement arrangement from attached Form 5329, Part III	40b	
41	Forfeited interest penalty for premature withdrawal—see page 10 of Instructions	41	
42	Total (add lines 37 through 41). Enter here and on line 14 ▶	42	

Part III Tax Computation (Do not use this part if you use the Tax Tables to find your tax.)

43	Adjusted gross income (from line 15)	43	21160 00
44	(a) If you itemize deductions, check here ▶ ☒ and enter total from Schedule A, line 41 and attach Schedule A		
	(b) If you do not itemize deductions and line 15 is $15,000 or more, check here ▶ ☐ and: If box on line 2 or 5 is checked, enter 16% of line 15 but not more than $2,600; if box on line 1 or 4 is checked, enter $2,300; if box on line 3 is checked, enter $1,300	44	6760 00
45	Subtract line 44 from line 43	45	14400 00
46	Multiply total number of exemptions claimed on line 7, by $750	46	3750 00
47	Taxable income. Subtract line 46 from line 45	47	10650 00

(Figure your tax on the amount on line 47 by using Tax Rate Schedule X, Y, or Z, or if applicable, the alternative tax from Schedule D, income averaging from Schedule G, or maximum tax from Form 4726.) Enter tax on line 16a.

Part IV Credits

48	Retirement income credit (attach Schedule R)	48	
49	Investment credit (attach Form 3468)	49	
50	Foreign tax credit (attach Form 1116)	50	
51	Contributions to candidates for public office credit—see page 10 of Instructions	51	
52	Work Incentive (WIN) credit (attach Form 4874)	52	
53	Purchase of new principal residence credit (attach Form 5405)	53	
54	Total (add lines 48 through 53). Enter here and on line 17 ▶	54	

Part V Other Taxes

55	Tax from recomputing prior-year investment credit (attach Form 4255)	55	
56	Tax from recomputing prior-year Work Incentive (WIN) credit (attach Schedule)	56	
57	Minimum tax. Check here ▶ ☐, if Form 4625 is attached	57	
58	Tax on premature distributions from attached Form 5329, Part V	58	
59	Self-employment tax (attach Schedule SE)	59	
60	Social security tax on tip income not reported to employer (attach Form 4137)	60	
61	Uncollected employee social security tax on tips (from Forms W-2)	61	
62	Excess contribution tax from attached Form 5329, Part IV	62	
63	Total (add lines 55 through 62). Enter here and on line 19 ▶	63	

Part VI Other Payments

64	Excess FICA, RRTA, or FICA/RRTA tax withheld (two or more employers—see page 10 of Instructions)	64	
65	Credit for Federal tax on special fuels, nonhighway gasoline and lubricating oil (attach Form 4136)	65	70 00
66	Credit from a Regulated Investment Company (attach Form 2439)	66	
67	Total (add lines 64 through 66). Enter here and on line 21e ▶	67	70 00

☆ U.S. GOVERNMENT PRINTING OFFICE : 1975—O-575-050 16—82810-1

Schedules A&B—Itemized Deductions AND Dividend and Interest Income

(Form 1040)

Department of the Treasury
Internal Revenue Service

▶ Attach to Form 1040. ▶ See Instructions for Schedules A and B (Form 1040).

1975

Name(s) as shown on Form 1040 | Your social security number

Schedule A—Itemized Deductions (Schedule B on back)

Medical and Dental Expenses (not compensated by insurance or otherwise) (See page 11 of Instructions.)

1 One half (but not more than $150) of insurance premiums for medical care. (Be sure to include in line 10 below)	150	00
2 Medicine and drugs	360	00
3 Enter 1% of line 15, Form 1040	211	60
4 Subtract line 3 from line 2. Enter difference (if less than zero, enter zero)	148	40
5 Enter balance of insurance premiums for medical care not entered on line 1	180	00
6 Enter other medical and dental expenses:		
a Doctors, dentists, nurses, etc.	216	00
b Hospitals	500	00
c Other (itemize—include hearing aids, dentures, eyeglasses, transportation, etc.) ▶ X-rays	50	00
7 Total (add lines 4 through 6c)	1094	40
8 Enter 3% of line 15, Form 1040	634	80
9 Subtract line 8 from line 7 (if less than zero, enter zero)	459	60
10 Total (add lines 1 and 9). Enter here and on line 35 ▶	609	60

Taxes (See page 11 of Instructions.)

11 State and local income		
12 Real estate	1304	00
13 State and local gasoline (see gas tax tables)	55	00
14 General sales (see sales tax tables)	210	00
15 Personal property		
16 Other (itemize) ▶ Sales Tax-Car	195	00
17 Total (add lines 11 through 16). Enter here and on line 36 ▶	1764	00

Interest Expense (See page 12 of Instructions.)

18 Home mortgage	1236	00
19 Other (itemize) ▶ Installment purchases	123	00
20 Total (add lines 18 and 19). Enter here and on line 37 ▶	1359	00

Contributions (See page 12 of Instructions for examples.)

21 a Cash contributions for which you have receipts, cancelled checks or other written evidence		
b Other cash contributions. List donees and amounts. ▶		
Red Cross	300	00
Scouts	150	00
Church Collection	78	00
22 Other than cash (see page 12 of instructions for required statement)		
23 Carryover from prior years		
24 Total contributions (add lines 21a through 23). Enter here and on line 38 ▶	528	00

Casualty or Theft Loss(es) (See page 13 of Instructions.)
Note: *If you had* **more than one loss,** *omit lines 25 through 28 and see page 13 of Instructions for guidance.*

25 Loss before insurance reimbursement	2600	00
26 Insurance reimbursement		
27 Subtract line 26 from line 25. Enter difference (if less than zero, enter zero)	2600	00
28 Enter $100 or amount on line 27, whichever is smaller	100	00
29 Casualty or theft loss (subtract line 28 from line 27). Enter here and on line 39 ▶	2500	00

Miscellaneous Deductions (See page 13 of Instructions.)

30 Alimony paid		
31 Union dues		
32 Expenses for child and dependent care services (attach Form 2441)		
33 Other (itemize) ▶		
34 Total (add lines 30 through 33). Enter here and on line 40 ▶		

Summary of Itemized Deductions **A**

35 Total medical and dental—line 10	609	60
36 Total taxes—line 17	1764	00
37 Total interest—line 20	1359	00
38 Total contributions—line 24	528	00
39 Casualty or theft loss(es)—line 29	2500	00
40 Total miscellaneous—line 34		
41 Total deductions (add lines 35 through 40). Enter here and on Form 1040, line 44 ▶	6760	60

16—02807-1

Schedule B—Dividend and Interest Income

Name(s) as shown on Form 1040 (Do not enter name and social security number if shown on other side)

Your social security number

Part I Dividend Income

Note: *If gross dividends (including capital gain distributions) and other distributions on stock are $400 or less, do not complete this part. But enter gross dividends less the sum of capital gain distributions and non-taxable distributions, if any, on Form 1040, line 10a (see note below).*

1 Gross dividends (including capital gain distributions) and other distributions on stock. (List payers and amounts—write (H), (W), (J), for stock held by husband, wife, or jointly)

Consulated Fund (J)	50	00
IBM (J)	250	00
Jane's Corporation (J)	30	00
Energetic Power (J)	100	00

2 Total of line 1	430	00
3 Capital gain distributions (see page 14 of Instructions. Enter here and on Schedule D, line 7). See note below		
4 Nontaxable distributions (see page 14 of Instructions)		
5 Total (add lines 3 and 4)		
6 **Dividends before exclusion (subtract line 5 from line 2).** Enter here and on Form 1040, line 10a	430	00

Part II Interest Income

Note: *If interest is $400 or less, do not complete this part. But enter amount of interest received on Form 1040, line 11.*

7 Interest includes earnings from savings and loan associations, mutual savings banks, cooperative banks, and credit unions as well as interest on bank deposits, bonds, tax refunds, etc. Interest also includes original issue discount on bonds and other evidences of indebtedness (see page 14 of Instructions). (List payers and amounts)

8 **Total interest income.** Enter here and on Form 1040, line 11

Note: *If you received capital gain distributions and do not need Schedule D to report any other gains or losses or to compute the alternative tax, do not file that schedule. Instead, enter 50 percent of capital gain distributions on Form 1040, line 29b.*

B

☆ U.S. GOVERNMENT PRINTING OFFICE: 1975—O-575-052

16—83507-1

FORM **503** RESIDENT

MARYLAND TAX RETURN 1975

First Name and Initial (If joint return, use first names and middle initials of both)	Last Name	DO NOT WRITE IN THIS SPACE
Joe	Beavan	SERIAL NO. $$
PRESENT Address (Number and Street or Rural Route)		Your Social Security Number
122 N. Forest		220 14 8763
Post Office / State / Zip Code		Spouse's Social Security Number
Rockville, Maryland 20850		
Enter name of COUNTY in which you were a resident on the last day of the taxable period. (See page 11 of instructions) ▶	County: Montgomery	
If you lived in an INCORPORATED city, town or special taxing area on the last day of the taxable period, enter its name, also. ▶	City, Town, or Taxing Area: Rockville	

A. YOUR FILING STATUS — check only one:

1. [x] Single
2. [ ] Married filing joint return or spouse had no income
4. [ ] Married filing separately (Separate Federal return filed by spouse — Enter here name and social security number under which spouse's separate return is being filed.) _____
5. [ ] Student or child with unearned income

B. CHANGE OF RESIDENT STATUS

Did you establish or abandon legal residence in Maryland in 1975? [ ] Yes [x] No

If Yes, DO NOT USE THIS FORM. USE FORM 502

IMPORTANT

A USER OF THIS FORM MUST USE THE TAX TABLE ON PAGE 2.
THE USE OF THIS FORM IS RESTRICTED TO THE FOLLOWING:
1. A TAXPAYER WHOSE INCOME DOES NOT REQUIRE MODIFICATION AS DESCRIBED ON PAGE 15 OF INSTRUCTIONS.
2. A TAXPAYER WHOSE TOTAL INCOME IS $10,000 OR LESS.
3. A TAXPAYER WHO DOES NOT WISH TO ITEMIZE DEDUCTIONS.
4. A TAXPAYER WHOSE SPOUSE IS NOT ITEMIZING DEDUCTIONS IN A SEPARATE RETURN.

ALL OTHERS, INCLUDING A TAXPAYER WHO HAS NOT BEEN A RESIDENT OF MARYLAND FOR THE ENTIRE YEAR, OR A FISCAL YEAR TAXPAYER, AND THOSE CLAIMING TAX CREDIT ON FORM 502 CR, MUST USE FORM 502.

EXEMPTIONS

	REGULAR	65 OR OVER	BLIND	
YOURSELF	[x]	[ ] ◀	[ ]	ENTER NUMBER CHECKED 1 (A)
SPOUSE	[ ]	[ ]	[ ]	

FIRST NAMES OF DEPENDENT CHILDREN

_____ ENTER NUMBER ___ (B)

OTHER EXEMPTIONS ALLOWED BY MARYLAND

NAME	RELATIONSHIP	REGULAR	65 OR OVER
		[ ]	[ ]
		[ ]	[ ]
		[ ]	[ ]

ENTER NUMBER CHECKED ___ (C)

TOTAL EXEMPTIONS (Add A, B and C) [1] ◀

TAX COMPUTATION

1. Total Income From Federal Return ▶	1200	—
12a. Maryland Tax From Tax Table on Page 2	0	—
12b. Local Income Tax (From Rate Schedule on Page 2) Enter 50% of Line 12a	0	—
FUND 13. FAIR CAMPAIGN FINANCING FUND — If you wish to contribute to this fund, add $2, or $4 if joint return and spouse also wishes to contribute. Contribution to this fund is voluntary and is not a tax; nor is it an endorsement of any party or candidate. (See instructions, page 14) ▶		
14. Total Maryland and Local Income Tax, Plus CONTRIBUTION, if any. (Add Lines 12a, 12b, and 13)	0	—
PAYMENTS 15. Total Maryland Tax Withheld (Attach Withholding Statements) ▶ 57 75		
16. 1975 Estimated Tax Payments — Account No. [ ] ▶		
19. Total Payments (Add Lines 15 and 16)	57	75
BALANCE 20. Balance Due (If Line 14 Exceeds Line 19) ..... Pay In Full With This Return ▶		
21. Overpayment (If Line 14 is Less Than Line 19)	57	75
24. Amount of line 21 to be Refunded to You ▶	57	75
25. Amount of Overpayment to be Credited to 1976 Estimated Tax ▶		

SIGN HERE

Your Signature and Date _____ Spouse's Signature and Date _____

Signature of Preparer Other Than Taxpayer _____ Address _____ Date _____

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Make Checks Payable To and Mail To: COMPTROLLER OF THE TREASURY, INCOME TAX DIVISION, ANNAPOLIS, MARYLAND 21401

• Attach Withholding Statements here •

TAX TABLE FOR MARYLAND TAX

Your tax may be found in the table below if your total Maryland income for the year was $10,000 or Less
Allowance has been made in the table for personal exemptions and deductions

This table does not include any Local (piggyback) tax

IF YOUR TOTAL MARYLAND INCOME IS:		AND THE NUMBER OF EXEMPTIONS IS:					
		1	2	3	4	5	6
AT LEAST	BUT NOT MORE THAN	YOUR MARYLAND TAX (Line 12a) IS:					
[illegible]	[illegible]	[illegible]					
[illegible]	[illegible]	[illegible]					
[illegible]	[illegible]	[illegible]

4. Encourage students to bring in their own tax forms, and do them in groups in the class. (13, 14)

5. Set up a student assistance center to help students prepare their returns. These people should be considered the tax experts of the class. (13, 14, 15)

6. A field trip to the I.R.S., department for income taxes (1-14)

7. Speakers:

   . agent from H. & R. Block (1-15)
   . agent from I.R.S. (1-14)
   . agent from Maryland Income Tax Division, Dept. of Finance, Annapolis (15)

8. Quiz games. Select two groups of three to compete against each other in answering questions written by the class concerning State and Federal income taxes. (All)

9. Inquire regarding the tax withholding status of students and other dependent children under age 21.

10. Evaluation Suggestion:

    Every student will develop a set of anonymous data. The data will include twenty items of data. Each student will complete a form 1040 for his data; then the data items will be placed in a hat, and students will complete whichever form they draw. Given a set of data containing as many schedules and problems as possible the student will complete and determine the correct tax owed or the refund.

G. VOCABULARY LIST

allocate
capital gains
contributions
deduction
dependent
depreciation
F.I.C.A.
income tax
I.R.S.
itemized deductions
primary benefit
refund
revenue
self-assessment
Social Security number
Social Security tax
standard deduction
survivor's benefits
tax forms
tax payer
tax tables
1040
1040A
voluntary compliance
W-2
withholding tax

H. BIBLIOGRAPHY

Monographs

Department of the Treasury. Internal Revenue Service. Your Federal Income Tax - for Individuals. Washington, D.C.: U.S. Government Printing Office

State of Maryland. State of Maryland Income Tax Withholding Tables. Annapolis, Maryland. Obtainable through: Comptroller of the Treasury, Income Tax Division, Annapolis, Maryland 21401, latest edition

State of Maryland. Maryland Income Tax Laws. Annapolis, Maryland. Obtainable through: Louis L. Goldstein, Comptroller of the Treasury, Annapolis, Maryland 21401

Films

Free from The Social Security Administration. Order from Office of Public Information, Social Security Administration, 6401 Security Boulevard, Baltimore, Maryland 21235. Telephone (301) 594-6660. (Source for all *)

Aspen, Colorado. 15 minutes, color

The story of Darius Milhand and his students. Shows how Social Security benefits affect lives of retired; discusses student benefits and Medicare

Before the Day. 11 minutes, b/w

Current look at Social Security benefits in comparison to pre-Social Security era

New York City. 17 minutes, color

Story of permanently disabled young man who is taught a job. Discusses disability benefits; very informative

Sam'l and Social Security.

Returning to the 20's, film shows concern for the future and the need for some security.

Social Security Story. 14 minutes

Explores basic ideas of the retirement, survivors, and disability programs of Social Security Administration

The Viet Nam Veteran. 17 minutes, color

Traces the rehabilitation of a Viet Nam veteran who lost both legs; discusses various aspects of Social Security benefits

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*(Guide to Government Loan Films, 2nd ed., pp. 93, 136, 137)

Free from the U.S. Treasury Department, Internal Revenue Service. Order from the District Training Office, IRS, P.O. Box 1018, Baltimore, Maryland 21203. Telephone (301) 962-3276.

Tell It Like It Is

Encourages taxpayers to keep good records. Shows how careful filing and other methods are helpful for tax purposes. Discuss kinds of problems if we fail to keep accurate records. (Guide to Government Loan Films, 2nd ed., p. 93)

Death and Taxes. 18 minutes, color H. & R. Block

Stresses history, compliance, and factual information about income tax; very good

1975 Tax Rate Schedules

If you do not use one of the Tax Tables, figure your tax on the amount on Form 1040, line 47, by using the appropriate Tax Rate Schedule on this page. Enter tax on Form 1040, line 16a.

SCHEDULE X—Single Taxpayers Not Qualifying for Rates in Schedule Y or Z

Use this schedule if you checked the box on Form 1040, line 1—

If the amount on Form 1040, line 47, is:		Enter on Form 1040, line 16a:	
Not over $500		14% of the amount on line 47.	
Over—	But not over—		of the amount over—
$500	$1,000	$70+15%	$500
$1,000	$1,500	$145+16%	$1,000
$1,500	$2,000	$225+17%	$1,500
$2,000	$4,000	$310+19%	$2,000
$4,000	$6,000	$690+21%	$4,000
$6,000	$8,000	$1,110+24%	$6,000
$8,000	$10,000	$1,590+25%	$8,000
$10,000	$12,000	$2,090+27%	$10,000
$12,000	$14,000	$2,630+29%	$12,000
$14,000	$16,000	$3,210+31%	$14,000
$16,000	$18,000	$3,830+34%	$16,000
$18,000	$20,000	$4,510+36%	$18,000
$20,000	$22,000	$5,230+38%	$20,000
$22,000	$26,000	$5,990+40%	$22,000
$26,000	$32,000	$7,590+45%	$26,000
$32,000	$38,000	$10,290+50%	$32,000
$38,000	$44,000	$13,290+55%	$38,000
$44,000	$50,000	$16,590+60%	$44,000
$50,000	$60,000	$20,190+62%	$50,000
$60,000	$70,000	$26,390+64%	$60,000
$70,000	$80,000	$32,790+66%	$70,000
$80,000	$90,000	$39,390+68%	$80,000
$90,000	$100,000	$46,190+69%	$90,000
$100,000	.....	$53,090+70%	$100,000

SCHEDULE Y—Married Taxpayers and Qualifying Widows and Widowers

If you are a married person living apart from your spouse, see page 5 of the instructions to see if you can be considered to be "unmarried" for purposes of using Schedule X or Z.

Use this schedule if you checked the box on Form 1040, line 2 or 5—

Married Taxpayers Filing Joint Returns and Qualifying Widows and Widowers (See page 5)

If the amount on Form 1040, line 47, is:		Enter on Form 1040, line 16a:	
Not over $1,000		14% of the amount on line 47.	
Over—	But not over—		of the amount over—
$1,000	$2,000	$140+15%	$1,000
$2,000	$3,000	$290+16%	$2,000
$3,000	$4,000	$450+17%	$3,000
$4,000	$8,000	$620+19%	$4,000
$8,000	$12,000	$1,380+22%	$8,000
$12,000	$16,000	$2,260+25%	$12,000
$16,000	$20,000	$3,260+28%	$16,000
$20,000	$24,000	$4,380+32%	$20,000
$24,000	$28,000	$5,660+36%	$24,000
$28,000	$32,000	$7,100+39%	$28,000
$32,000	$36,000	$8,660+42%	$32,000
$36,000	$40,000	$10,340+45%	$36,000
$40,000	$44,000	$12,140+48%	$40,000
$44,000	$52,000	$14,060+50%	$44,000
$52,000	$64,000	$18,060+53%	$52,000
$64,000	$76,000	$24,420+55%	$64,000
$76,000	$88,000	$31,020+58%	$76,000
$88,000	$100,000	$37,980+60%	$88,000
$100,000	$120,000	$45,180+62%	$100,000
$120,000	$140,000	$57,580+64%	$120,000
$140,000	$160,000	$70,380+66%	$140,000
$160,000	$180,000	$83,580+68%	$160,000
$180,000	$200,000	$97,180+69%	$180,000
$200,000	.....	$110,980+70%	$200,000

Use this schedule if you checked the box on Form 1040, line 3—

Married Taxpayers Filing Separate Returns

If the amount on Form 1040, line 47, is:		Enter on Form 1040, line 16a:	
Not over $500		14% of the amount on line 47.	
Over—	But not over—		of the amount over—
$500	$1,000	$70+15%	$500
$1,000	$1,500	$145+16%	$1,000
$1,500	$2,000	$225+17%	$1,500
$2,000	$4,000	$310+19%	$2,000
$4,000	$6,000	$690+22%	$4,000
$6,000	$8,000	$1,130+25%	$6,000
$8,000	$10,000	$1,630+28%	$8,000
$10,000	$12,000	$2,190+32%	$10,000
$12,000	$14,000	$2,830+36%	$12,000
$14,000	$16,000	$3,550+39%	$14,000
$16,000	$18,000	$4,330+42%	$16,000
$18,000	$20,000	$5,170+45%	$18,000
$20,000	$22,000	$6,070+48%	$20,000
$22,000	$26,000	$7,030+50%	$22,000
$26,000	$32,000	$9,030+53%	$26,000
$32,000	$38,000	$12,210+55%	$32,000
$38,000	$44,000	$15,510+58%	$38,000
$44,000	$50,000	$18,990+60%	$44,000
$50,000	$60,000	$22,590+62%	$50,000
$60,000	$70,000	$28,790+64%	$60,000
$70,000	$80,000	$35,190+66%	$70,000
$80,000	$90,000	$41,790+68%	$80,000
$90,000	$100,000	$48,590+69%	$90,000
$100,000	.....	$55,490+70%	$100,000

SCHEDULE Z—Unmarried (or legally separated) Taxpayers Who Qualify as Heads of Household (See page 5)

Use this schedule if you checked the box on Form 1040, line 4—

If the amount on Form 1040, line 47, is:		Enter on Form 1040, line 16a:	
Not over $1,000		14% of the amount on line 47.	
Over—	But not over—		of the amount over—
$1,000	$2,000	$140+16%	$1,000
$2,000	$4,000	$300+18%	$2,000
$4,000	$6,000	$660+19%	$4,000
$6,000	$8,000	$1,040+22%	$6,000
$8,000	$10,000	$1,480+23%	$8,000
$10,000	$12,000	$1,940+25%	$10,000
$12,000	$14,000	$2,440+27%	$12,000
$14,000	$16,000	$2,980+28%	$14,000
$16,000	$18,000	$3,540+31%	$16,000
$18,000	$20,000	$4,160+32%	$18,000
$20,000	$22,000	$4,800+35%	$20,000
$22,000	$24,000	$5,500+36%	$22,000
$24,000	$26,000	$6,220+38%	$24,000
$26,000	$28,000	$6,980+41%	$26,000
$28,000	$32,000	$7,800+42%	$28,000
$32,000	$36,000	$9,480+45%	$32,000
$36,000	$38,000	$11,280+48%	$36,000
$38,000	$40,000	$12,240+51%	$38,000
$40,000	$44,000	$13,260+52%	$40,000
$44,000	$50,000	$15,340+55%	$44,000
$50,000	$52,000	$18,640+56%	$50,000
$52,000	$64,000	$19,760+58%	$52,000
$64,000	$70,000	$26,720+59%	$64,000
$70,000	$76,000	$30,260+61%	$70,000
$76,000	$80,000	$33,920+62%	$76,000
$80,000	$88,000	$36,400+63%	$80,000
$88,000	$100,000	$41,440+64%	$88,000
$100,000	$120,000	$49,120+66%	$100,000
$120,000	$140,000	$62,320+67%	$120,000
$140,000	$160,000	$75,720+68%	$140,000
$160,000	$180,000	$89,320+69%	$160,000
$180,000	.....	$103,120+70%	$180,000

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Table 2—Returns claiming TWO exemptions (and not itemizing deductions)

If line 15 (adjusted gross income) is—		And you are—				
		A. Single not head of household	B. Head of household	C. Married filing joint return	D. Married filing separate return claiming—	
At least	But less than				Low income allowance	Standard deduction
		Your tax is—				
0	1,800	0	0	0	0	0
1,800	1,825	0	0	0	0	3
1,825	1,850	0	0	0	0	6
1,850	1,875	0	0	0	0	9
1,875	1,900	0	0	0	0	12
1,900	1,925	0	0	0	0	15
1,925	1,950	0	0	0	0	18
1,950	1,975	0	0	0	0	21
1,975	2,000	0	0	0	0	24
2,000	2,025	0	0	0	0	27
2,025	2,050	0	0	0	0	30
2,050	2,075	0	0	0	0	33
2,075	2,100	0	0	0	0	35
2,100	2,125	0	0	0	0	38
2,125	2,150	0	0	0	0	41
2,150	2,175	0	0	0	0	44
2,175	2,200	0	0	0	0	47
2,200	2,225	0	0	0	0	50
2,225	2,250	0	0	0	0	53
2,250	2,275	0	0	0	0	56
2,275	2,300	0	0	0	0	59
2,300	2,325	0	0	0	0	62
2,325	2,350	0	0	0	0	65
2,350	2,375	0	0	0	0	68
2,375	2,400	0	0	0	0	71
2,400	2,425	0	0	0	0	74
2,425	2,450	0	0	0	0	77
2,450	2,475	0	0	0	2	80
2,475	2,500	0	0	0	5	83
2,500	2,525	0	0	0	9	87
2,525	2,550	0	0	0	12	90
2,550	2,575	0	0	0	16	93
2,575	2,600	0	0	0	19	96
2,600	2,625	0	0	0	23	99
2,625	2,650	0	0	0	26	102
2,650	2,675	0	0	0	30	105
2,675	2,700	0	0	0	33	109
2,700	2,725	0	0	0	37	112
2,725	2,750	0	0	0	40	115
2,750	2,775	0	0	0	44	118
2,775	2,800	0	0	0	47	121
2,800	2,825	0	0	0	51	124
2,825	2,850	0	0	0	54	128
2,850	2,875	0	0	0	58	131
2,875	2,900	0	0	0	61	134
2,900	2,925	0	0	0	65	137
2,925	2,950	0	0	0	68	140
2,950	2,975	0	0	0	72	143
2,975	3,000	0	0	0	76	147
3,000	3,050	0	0	0	81	152
3,050	3,100	0	0	0	89	158
3,100	3,150	4	4	0	96	165
3,150	3,200	11	11	0	104	172
3,200	3,250	18	18	0	111	178
3,250	3,300	25	25	0	119	185
3,300	3,350	32	32	0	126	192
3,350	3,400	39	39	0	134	199
3,400	3,450	46	46	4	141	205
3,450	3,500	53	53	11	149	212
3,500	3,550	60	60	18	157	219
3,550	3,600	67	67	25	165	226
3,600	3,650	74	74	32	173	233
3,650	3,700	81	81	39	181	240
3,700	3,750	89	88	46	189	247
3,750	3,800	96	95	53	197	254
3,800	3,850	104	102	60	205	261
3,850	3,900	111	109	67	213	268
3,900	3,950	119	116	74	221	275
3,950	4,000	126	123	81	229	283
4,000	4,050	134	130	88	238	290
4,050	4,100	141	137	95	246	297
4,100	4,150	149	144	102	255	304
4,150	4,200	157	152	109	263	311
4,200	4,250	165	160	116	272	319
4,250	4,300	173	168	123	280	327
4,300	4,350	181	176	130	289	335
4,350	4,400	189	184	137	297	343
4,400	4,450	197	192	144	306	351
4,450	4,500	205	200	151	315	359
4,500	4,550	213	208	159	324	367
4,550	4,600	221	216	166	334	375
4,600	4,650	229	224	174	343	383
4,650	4,700	238	232	181	353	391
4,700	4,750	246	240	189	362	399
4,750	4,800	255	248	196	372	407
4,800	4,850	263	256	204	381	415
4,850	4,900	272	264	211	391	423
4,900	4,950	280	272	219	400	431
4,950	5,000	289	280	226	410	439
5,000	5,050	297	288	234	419	447
5,050	5,100	306	296	241	429	455
5,100	5,150	315	305	249	438	463
5,150	5,200	324	314	256	448	471
5,200	5,250	334	323	264	457	479
5,250	5,300	343	332	271	467	487
5,300	5,350	353	341	279	476	495
5,350	5,400	362	350	286	486	503
5,400	5,450	372	359	294	495	511
5,450	5,500	381	368	302	505	519
5,500	5,550	391	377	310	514	527
5,550	5,600	400	386	318	524	535
5,600	5,650	410	395	326	533	543
5,650	5,700	419	404	334	543	551
5,700	5,750	429	413	342	552	559
5,750	5,800	438	422	350	562	567
5,800	5,850	448	431	358	571	575
5,850	5,900	457	440	366	581	583
5,900	5,950	467	449	374	590	591
5,950	6,000	476	458	382	600	599
6,000	6,050	486	467	390	609	607
6,050	6,100	495	476	398	619	615
6,100	6,150	505	485	406	628	623
6,150	6,200	514	494	414	638	631
6,200	6,250	524	503	422	647	639
6,250	6,300	533	512	430	657	646
6,300	6,350	543	521	438	666	654
6,350	6,400	552	530	446	676	662
6,400	6,450	562	539	454	685	670
6,450	6,500	571	548	463	696	678
6,500	6,550	581	557	471	707	686
6,550	6,600	590	566	480	718	695
6,600	6,650	600	575	488	729	704
6,650	6,700	609	584	497	740	714
6,700	6,750	619	593	505	751	723
6,750	6,800	628	602	514	762	732
6,800	6,850	638	611	522	773	741
6,850	6,900	647	620	531	784	751
6,900	6,950	657	629	539	795	760
6,950	7,000	666	638	548	806	769
7,000	7,050	676	647	556	817	778
7,050	7,100	685	656	565	828	787
7,100	7,150	695	665	573	839	797
7,150	7,200	706	674	582	850	806
7,200	7,250	716	684	590	861	815
7,250	7,300	727	693	599	872	824
7,300	7,350	737	703	607	883	834
7,350	7,400	748	712	616	894	843
7,400	7,450	758	722	625	905	852
7,450	7,500	769	731	634	916	861
7,500	7,550	779	741	644	927	871
7,550	7,600	790	750	653	938	880
7,600	7,650	800	760	663	949	889
7,650	7,700	811	769	672	960	898
7,700	7,750	821	779	682	971	908
7,750	7,800	832	788	691	982	917
7,800	7,850	842	798	701	993	926
7,850	7,900	853	807	710	1,004	935
7,900	7,950	863	817	720	1,015	945
7,950	8,000	874	826	729	1,026	954
8,000	8,050	884	836	739	1,037	963
8,050	8,100	895	845	748	1,048	972
8,100	8,150	905	855	758	1,059	982
8,150	8,200	916	864	767	1,070	993
8,200	8,250	926	874	777	1,081	1,004
8,250	8,300	937	883	786	1,092	1,015
8,300	8,350	947	893	796	1,103	1,026
8,350	8,400	958	902	805	1,114	1,037
8,400	8,450	968	912	815	1,125	1,048
8,450	8,500	979	921	824	1,136	1,059
8,500	8,550	989	931	834	1,149	1,070
8,550	8,600	1,000	940	843	1,161	1,081
8,600	8,650	1,010	950	853	1,174	1,092
8,650	8,700	1,021	959	862	1,186	1,103
8,700	8,750	1,031	969	872	1,199	1,114
8,750	8,800	1,042	978	881	1,211	1,125
8,800	8,850	1,052	988	891	1,224	1,136
8,850	8,900	1,063	997	900	1,236	1,149
8,900	8,950	1,073	1,007	910	1,249	1,161
8,950	9,000	1,084	1,016	919	1,261	1,174
9,000	9,050	1,094	1,026	929	1,274	1,186
9,050	9,100	1,105	1,035	938	1,286	1,199
9,100	9,150	1,116	1,046	948	1,299	1,211
9,150	9,200	1,128	1,057	957	1,311	1,224
9,200	9,250	1,140	1,068	967	1,324	1,236
9,250	9,300	1,152	1,079	976	1,336	1,249
9,300	9,350	1,164	1,090	986	1,349	1,261
9,350	9,400	1,176	1,101	995	1,361	1,274
9,400	9,450	1,188	1,112	1,006	1,374	1,286
9,450	9,500	1,200	1,123	1,014	1,386	1,299
9,500	9,550	1,212	1,134	1,024	1,399	1,311
9,550	9,600	1,224	1,145	1,033	1,411	1,324
9,600	9,650	1,236	1,156	1,043	1,424	1,336
9,650	9,700	1,248	1,167	1,052	1,436	1,349
9,700	9,750	1,260	1,178	1,062	1,449	1,361
9,750	9,800	1,272	1,189	1,071	1,461	1,374
9,800	9,850	1,284	1,200	1,081	1,474	1,386
9,850	9,900	1,296	1,211	1,090	1,486	1,399
9,900	9,950	1,308	1,222	1,100	1,499	1,411
9,950	10,000	1,320	1,233	1,109	1,511	1,424
10,000	10,050	1,331	1,243	1,119	1,524	1,436
10,050	10,100	1,341	1,252	1,128	1,536	1,449
10,100	10,150	1,351	1,261	1,138	1,549	1,461
10,150	10,200	1,361	1,270	1,147	1,561	1,474
10,200	10,250	1,371	1,280	1,157	1,574	1,486
10,250	10,300	1,381	1,289	1,166	1,586	1,499

*This column may also be used by Qualifying widow(er) with dependent child.

Form 1040 US Department of the Treasury—Internal Revenue Service Individual Income Tax Return 1975

For the year January 1–December 31, 1975, or other taxable year beginning ..... 1975, ending ..... 19.....

Please print or type

Name (If joint return, give first names and initials of both) | Last name | Your social security number | For Privacy Act Notification, see page 2 of instructions.

Present home address (Number and street, including apartment number, or rural route) | Spouse's social security no. | For IRS use only

City, town or post office, State and ZIP code | Occupation: Yours ▶ Spouse's ▶

Requested by Census Bureau for Revenue Sharing: A In what city, town, village, etc., do you live? | B Do you live within the legal limits of the city, town, etc.? ☐ Yes ☐ No ☐ Don't know | C In what county and State do you live? County State | D In what township do you live? (See page 4.)

Filing Status

1 ☐ Single (check only ONE box)
2 ☐ Married filing joint return (even if only one had income)
3 ☐ Married filing separately. If spouse is also filing give spouse's social security number in designated space above and enter full name here ▶
4 ☐ Unmarried Head of Household (See page 5 of instructions) ▶
5 ☐ Qualifying widow(er) with dependent child (Year spouse died ▶ 19). See page 5 of instructions.

Exemptions

6a Regular ☐ Yourself ☐ Spouse — Enter number of boxes checked ▶
b First names of your dependent children who lived with you — Enter number ▶
c Number of other dependents (from line 27) ▶
d Total (add lines 6a, b, and c) ▶
e Age 65 or over ☐ Yourself ☐ Spouse — Enter number of boxes checked ▶
Blind ☐ Yourself ☐ Spouse
7 Total (add lines 6d and e) ▶

8 Presidential Election Campaign Fund — Do you wish to designate $1 of your taxes for this fund? Yes ☐ No ☐ If joint return, does your spouse wish to designate $1? Yes ☐ No ☐ Note: If you check the "Yes" box(es) it will not increase your tax or reduce your refund.

Please attach Copy B of Forms W-2 here

Income

9 Wages, salaries, tips, and other employee compensation (Attach Forms W-2. If unavailable, see page 3 of instructions.) — 9
10a Dividends ($200 exclusion, see page 7 and 14 of instructions) $....., 10b Less exclusion $....., Balance ▶ — 10a
(If gross dividends and other distributions are over $400, list in Part I of Schedule B.)
11 Interest income. [If $400 or less, enter total without listing in Schedule B. If over $400, enter total and list in Part II of Schedule B] — 11
12 Income other than wages, dividends, and interest (from line 36) — 12
13 Total (add lines 9, 10c, 11, and 12) — 13
14 Adjustments to income (such as "sick pay," moving expenses, etc. from line 42) — 14
15 Subtract line 14 from line 13 (Adjusted Gross Income) (If less than $8,000, see page 8 of instructions on "Earned Income Credit.") — 15

- If you do not itemize deductions and line 15 is under $15,000, find tax in Tables and enter on line 16a.
- If you itemize deductions or line 15 is $15,000 or more, go to line 43 to figure tax.
- CAUTION. If you have unearned income and can be claimed as a dependent on your parent's return, check here ▶ ☐ and see page 7 of instructions.

Please attach Check or Money Order here

Tax, Payments and Credits

16a Tax, check if from: ☐ Tax Tables ☐ Schedule D ☐ Tax Rate Schedule X, Y, or Z ☐ Schedule G OR ☐ Form 4726 — 16a
b Credit for personal exemptions (multiply line 6d by $30) — b
c Balance (subtract line 16b from line 16a) — c
17 Credits (from line 54) — 17
18 Balance (subtract line 17 from line 16c) — 18
19 Other taxes (from line 63) — 19
20 Total (add lines 18 and 19) — 20
21a Total Federal income tax withheld (Attach Forms W-2 or W-2P to front) — 21a
b 1975 estimated tax payments (Include amount allowed as credit from 1974 return) — b
c Earned income credit — c
d Amount paid with Form 4868 — d
e Other payments (from line 67) — e
22 Total (add lines 21a through e) — 22

Pay amount on line 23 in full with this return. Write social security number on check or money order and make payable to Internal Revenue Service.

Balance Due or Refund

23 If line 20 is larger than line 22, enter BALANCE DUE IRS ▶ — 23
(Check here ▶ ☐, if Form 2210, Form 2210F, or statement is attached. See page 8 of instructions.)
24 If line 22 is larger than line 20, enter amount OVERPAID ▶ — 24
25 Amount of line 24 to be REFUNDED TO YOU ▶ — 25
26 Amount of line 24 to be credited on 1976 estimated tax. ▶ 26

If all of overpayment (line 24) is to be refunded (line 25), make no entry on line 26.

Sign here

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Your signature Date (129)

Spouse's signature (If filing jointly, BOTH must sign even if only one had income)

Preparer's signature (other than taxpayer) Date

Address (and ZIP Code)

Short Form 1040A U.S. Individual Income Tax Return

Department of the Treasury Internal Revenue Service **1975**

Please print or type

Name (If joint return, give first names and initials of both) | Last name

Your social security number | For Privacy Act Notification, see page 2 of Instructions.

Present home address (Number and street, including apartment number, or rural route) | Spouse's social security no. | For IRS use only

City, town or post office, State and ZIP code | Occupation: Yours ▶ / Spouse's ▶

Requested by Census Bureau for Revenue Sharing ▶ A In what city, town, village, etc., do you live? | B Do you live within the legal limits of the city, town, etc.? ☐ Yes ☐ No ☐ Don't know | C In what county and State do you live? County / State | D In what township do you live? (See page 5.)

Filing Status

1 ☐ Single (check only ONE box)
2 ☐ Married filing joint return (even if only one had income)
3 ☐ Married filing separately. If spouse is also filing give spouse's social security number in designated space above and enter full name here ▶
4 ☐ Unmarried Head of Household (See page 4 of Instructions) ▶
5 ☐ Qualifying widow(er) with dependent child (Year spouse died ▶ 19). See page 4 of Instructions.

Exemptions

6a Regular ☐ Yourself ☐ Spouse — Enter number of boxes checked ▶
b First names of your dependent children who lived with you — Enter number ▶
c Number of other dependents (from line 22) ▶
d Total (add lines 6a, b, and c) ▶
e Age 65 or over ☐ Yourself ☐ Spouse — Blind ☐ Yourself ☐ Spouse — Enter number of boxes checked ▶
7 Total (add lines 6d and e) ▶

Attach Copy B of Forms W-2 and Check or Money Order here

8 Presidential Election Campaign Fund ▶ Do you wish to designate $1 of your taxes for this fund? Yes / No
If joint return, does your spouse wish to designate $1? Yes / No
Note: If you check the "Yes" box(es) it will not increase your tax or reduce your refund.

9	Wages, salaries, tips, and other employee compensation (Attach Forms W-2. If unavailable, see page 6 of Instructions)	9	
10a	Dividends (if over $400, see Instructions at top of page 3) $ ..... 10b Less exclusion $ ..... Balance ▶	10c	
11	Interest income (if over $400, see Instructions at top of page 3)	11	
12	Total (add lines 9, 10c, and 11) (Adjusted Gross Income) (If less than $8,000, see page 18 of Instructions on "Earned Income Credit.")	12	

- If you want IRS to figure your tax, see page 6 of Instructions.
- If line 12 is under $15,000, find tax in Tax Tables (on pages 8–18) and enter on line 13a, on the back.
- If line 12 is $15,000 or more, figure your tax using the Tax Computation Worksheet on page 18 of Instructions.

Form 1040A (1975) Page 2

13a	Tax, check if from: ☐ Tax Tables (pages 8–18) OR ☐ Tax Computation Worksheet (page 18)	13a	
b	Credit for personal exemptions (multiply line 6d by $30)	b	
14a	Balance (subtract line 13b from line 13a). If less than zero, enter zero.	14a	
b	Credit for contributions to candidates for public office (see page 7 of Instructions)	b	
15	Income tax (subtract line 14b from line 14a). If less than zero, enter zero.	15	
16a	Total Federal income tax withheld (attach Forms W-2 to front)	16a	
b	Excess FICA, RRTA, or FICA/RRTA tax withheld (two or more employers—see page 7 of Instructions)	b	
c	1975 estimated tax payments (include amount allowed as credit from 1974 return)	c	
d	Earned income credit	d	
17	Total (add lines 16a, b, c, and d)	17	
18	If line 15 is larger than line 17, enter BALANCE DUE IRS ▶	18	
19	If line 17 is larger than line 15, enter amount OVERPAID ▶	19	
20	Amount of line 19 to be REFUNDED TO YOU ▶	20	
21	Amount of line 19 to be credited on 1976 estimated tax ▶ 21		

Pay amount on line 18 in full with this return. Write social security number on check or money order and make payable to Internal Revenue Service.

If all of overpayment (line 19) is to be refunded (line 20), make no entry on line 21.

Other Dependents

(a) NAME	(b) Relationship	(c) Months lived in your home. If born or died during year, write B or D.	(d) Did dependent have income of $750 or more?	(e) Amount YOU furnished for dependent's support. If 100% write ALL.	(f) Amount furnished by OTHERS including dependent.
				$	$

22 Total number of dependents listed in column (a). Enter here and on line 6c ▶

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief it is true, correct and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Sign here ▶ Your signature Date (130)

▶ Spouse's signature (if filing jointly, BOTH must sign even if only one had income)

▶ Preparer's signature (other than taxpayer) Date

Address (and ZIP Code)

Form 1040 (1978) Page 2

Other Dependents

(a) NAME	(b) Relationship	(c) Months lived in your home. If born or died during year, write B or D.	(d) Did dependent have income of $750 or more?	(e) Amount YOU furnished for dependent's support. If 100% write ALL.	(f) Amount furnished by OTHERS including dependent.
				$	$

27 Total number of dependents listed in column (a). Enter here and on line 6c ▶

Part I Income other than Wages, Dividends, and Interest

28	Business income or (loss) (attach Schedule C)	28	
29a	Net gain or (loss) from sale or exchange of capital assets (attach Schedule D)	29a	
29b	50% of capital gain distributions (not reported on Schedule D—see page 9 of Instructions)	29b	
30	Net gain or (loss) from Supplemental Schedule of Gains and Losses (attach Form 4797)	30	
31a	Pensions, annuities, rents, royalties, partnerships, estates or trusts, etc. (attach Schedule E)	31a	
31b	Fully taxable pensions and annuities (not reported on Schedule E—see page 9 of Instructions)	31b	
32	Farm income or (loss) (attach Schedule F)	32	
33	State income tax refunds (does not apply if refund is for year in which you took the standard deduction—others see page 9 of Instructions)	33	
34	Alimony received	34	
35	Other (state nature and source—See page 9 of Instructions) ▶	35	
36	Total (add lines 28 through 35). Enter here and on line 12 ▶	36	

Part II Adjustments to Income

37	"Sick pay." (attach Form 2440 or other required statement)	37	
38	Moving expense (attach Form 3903)	38	
39	Employee business expense (attach Form 2106 or statement)	39	
40a	Payments to a Keogh (H.R. 10) retirement plan	40a	
40b	Payments to an individual retirement arrangement from attached Form 5329, Part III	40b	
41	Forfeited interest penalty for premature withdrawal—see page 10 of Instructions	41	
42	Total (add lines 37 through 41). Enter here and on line 14 ▶	42	

Part III Tax Computation (Do not use this part if you use the Tax Tables to find your tax.)

43	Adjusted gross income (from line 15)	43	
44	(a) If you itemize deductions, check here ▶ ☐ and enter total from Schedule A, line 41 and attach Schedule A (b) If you do not itemize deductions and line 15 is $15,000 or more, check here ▶ ☐ and: If box on line 2 or 5 is checked, enter 16% of line 15 but not more than $2,600; if box on line 1 or 4 is checked, enter $2,300; if box on line 3 is checked, enter $1,300	44	
45	Subtract line 44 from line 43	45	
46	Multiply total number of exemptions claimed on line 7, by $750	46	
47	Taxable income. Subtract line 46 from line 45	47	

(Figure your tax on the amount on line 47 by using Tax Rate Schedule X, Y, or Z, or if applicable, the alternative tax from Schedule D, income averaging from Schedule G, or maximum tax from Form 4726.) Enter tax on line 16a.

Part IV Credits

48	Retirement income credit (attach Schedule R)	48	
49	Investment credit (attach Form 3468)	49	
50	Foreign tax credit (attach Form 1116)	50	
51	Contributions to candidates for public office credit—see page 10 of Instructions	51	
52	Work Incentive (WIN) credit (attach Form 4874)	52	
53	Purchase of new principal residence credit (attach Form 5405)	53	
54	Total (add lines 48 through 53). Enter here and on line 17 ▶	54	

Part V Other Taxes

55	Tax from recomputing prior-year investment credit (attach Form 4255)	55	
56	Tax from recomputing prior-year Work Incentive (WIN) credit (attach Schedule)	56	
57	Minimum tax. Check here ▶ ☐, if Form 4625 is attached	57	
58	Tax on premature distributions from attached Form 5329, Part V	58	
59	Self-employment tax (attach Schedule SE)	59	
60	Social security tax on tip income not reported to employer (attach Form 4137)	60	
61	Uncollected employee social security tax on tips (from Forms W-2)	61	
62	Excess contribution tax from attached Form 5329, Part IV	62	
63	Total (add lines 55 through 62). Enter here and on line 19 ▶	63	

Part VI Other Payments

64	Excess FICA, RRTA, or FICA/RRTA tax withheld (two or more employers—see page 10 of Instructions)	64	
65	Credit for Federal tax on special fuels, nonhighway gasoline and lubricating oil (attach Form 4136)	65	
66	Credit from a Regulated Investment Company (attach Form 2439)	66	
67	Total (add lines 64 through 66). Enter here and on line 21a ▶	67	

Schedules A&B—Itemized Deductions AND Dividend and Interest Income

(Form 1040)

Department of the Treasury
Internal Revenue Service

▶ Attach to Form 1040. ▶ See Instructions for Schedules A and B (Form 1040).

1975

Name(s) as shown on Form 1040 | Your social security number

Schedule A—Itemized Deductions (Schedule B on back)

Medical and Dental Expenses (not compensated by insurance or otherwise) (See page 11 of Instructions.)

1 **One half (but not more than $150) of insurance premiums for medical care. (Be sure to include in line 10 below)** . . .
2 Medicine and drugs . . . . . .
3 Enter 1% of line 15, Form 1040 . . .
4 Subtract line 3 from line 2. Enter difference (if less than zero, enter zero) . .
5 Enter balance of insurance premiums for medical care not entered on line 1 . .
6 Enter other medical and dental expenses:
a Doctors, dentists, nurses, etc. . . .
b Hospitals . . . . . .
c Other (itemize—include hearing aids, dentures, eyeglasses, transportation, etc.) ▶ .....
.....
.....
.....
.....
.....
.....
7 Total (add lines 4 through 6c) . . .
8 Enter 3% of line 15, Form 1040 . . .
9 Subtract line 8 from line 7 (if less than zero, enter zero) . . . . . .
10 **Total (add lines 1 and 9). Enter here and on line 35** . . . . . ▶

Taxes (See page 11 of Instructions.)

11 State and local income . . . . . .
12 Real estate . . . . . .
13 State and local gasoline (see gas tax tables)
14 General sales (see sales tax tables) . .
15 Personal property . . . . . .
16 Other (itemize) ▶ .....
.....
.....
.....
17 **Total (add lines 11 through 16). Enter here and on line 36** . . . . . ▶

Interest Expense (See page 12 of Instructions.)

18 Home mortgage . . . . . .
19 Other (itemize) ▶ .....
.....
.....
.....
.....
.....
20 **Total (add lines 18 and 19). Enter here and on line 37** . . . . . ▶

Contributions (See page 12 of Instructions for examples.)

21 a Cash contributions for which you have receipts, cancelled checks or other written evidence . . . . . .
b Other cash contributions. List donees and amounts. ▶ .....
.....
.....
.....
.....
22 Other than cash (see page 12 of instructions for required statement) . . . .
23 Carryover from prior years . . . . .
24 **Total contributions (add lines 21a through 23). Enter here and on line 38** . . . ▶

Casualty or Theft Loss(es) (See page 13 of Instructions.)
Note: *If you had* **more than one loss,** *omit lines 25 through 28 and see page 13 of Instructions for guidance.*

25 Loss before insurance reimbursement .
26 Insurance reimbursement . . . . .
27 Subtract line 26 from line 25. Enter difference (if less than zero, enter zero) .
28 Enter $100 or amount on line 27, whichever is smaller . . . . . .
29 **Casualty or theft loss (subtract line 28 from line 27).** Enter here and on line 39 ▶

Miscellaneous Deductions (See page 13 of Instructions.)

30 Alimony paid . . . . . .
31 Union dues . . . . . .
32 Expenses for child and dependent care services (attach Form 2441) . . . .
33 Other (itemize) ▶ .....
.....
.....
.....
.....
34 **Total (add lines 30 through 33). Enter here and on line 40** . . . . . ▶

Summary of Itemized Deductions **A**

35 Total medical and dental—line 10 . .
36 Total taxes—line 17 . . . . . .
37 Total interest—line 20 . . . . . .
38 Total contributions—line 24 . . . .
39 Casualty or theft loss(es)—line 29 . .
40 Total miscellaneous—line 34 . . . .
41 **Total deductions (add lines 35 through 40). Enter here and on Form 1040, line 44** . . . . . ▶

Appendix 5

FORM 503 RESIDENT — MARYLAND TAX RETURN 1975

First Name and Initial (If joint return, use first names and middle initials of both) | Last Name | DO NOT WRITE IN THIS SPACE SERIAL NO. SS

PRESENT Address (Number and Street or Rural Route) | Your Social Security Number

Post Office | State | Zip Code | Spouse's Social Security Number

Enter name of COUNTY in which you were a resident on the last day of the taxable period. (See page 11 of instructions) ▶ County

If you lived in an INCORPORATED city, town or special taxing area on the last day of the taxable period, enter its name, also. ▶ City, Town, or Taxing Area

$.....

A. YOUR FILING STATUS — check only one:

1. ☐ Single
2. ☐ Married filing joint return or spouse had no income
4. ☐ Married filing separately (Separate Federal return filed by spouse — Enter here name and social security number under which spouse's separate return is being filed.) .....
5. ☐ Student or child with unearned income

B. CHANGE OF RESIDENT STATUS

Did you establish or abandon legal residence in Maryland in 1975? ☐ Yes ☐ No

If Yes, DO NOT USE THIS FORM. USE FORM 502

IMPORTANT

A USER OF THIS FORM MUST USE THE TAX TABLE ON PAGE 2.
THE USE OF THIS FORM IS RESTRICTED TO THE FOLLOWING:
1. A TAXPAYER WHOSE INCOME DOES NOT REQUIRE MODIFICATION AS DESCRIBED ON PAGE 15 OF INSTRUCTIONS.
2. A TAXPAYER WHOSE TOTAL INCOME IS $10,000 OR LESS.
3. A TAXPAYER WHO DOES NOT WISH TO ITEMIZE DEDUCTIONS.
4. A TAXPAYER WHOSE SPOUSE IS NOT ITEMIZING DEDUCTIONS IN A SEPARATE RETURN.

ALL OTHERS, INCLUDING A TAXPAYER WHO HAS NOT BEEN A RESIDENT OF MARYLAND FOR THE ENTIRE YEAR, OR A FISCAL YEAR TAXPAYER, AND THOSE CLAIMING TAX CREDIT ON FORM 502 CR, MUST USE FORM 502.

EXEMPTIONS

	REGULAR	65 OR OVER	BLIND
YOURSELF	☐	☐ ◀	☐
SPOUSE	☐	☐	☐

ENTER NUMBER CHECKED ____ (A)

FIRST NAMES OF DEPENDENT CHILDREN

_____

_____

_____ ENTER NUMBER _____ (B)

OTHER EXEMPTIONS ALLOWED BY MARYLAND

NAME	RELATIONSHIP	REGULAR	65 OR OVER
		☐	☐
		☐	☐
		☐	☐

ENTER NUMBER CHECKED ____ (C)

TOTAL EXEMPTIONS (Add A, B and C) ☐ ◀

TAX COMPUTATION

1. Total Income From Federal Return ..... ▶
12a. Maryland Tax From Tax Table on Page 2 .....
12b. Local Income Tax (From Rate Schedule on Page 2) Enter ____% of Line 12a .....

FUND

13. FAIR CAMPAIGN FINANCING FUND — If you wish to contribute to this fund, add $2, or $4 if joint return and spouse also wishes to contribute. Contribution to this fund is voluntary and is not a tax; nor is it an endorsement of any party or candidate. (See instructions, page 14) ..... ▶

14. Total Maryland and Local Income Tax, Plus CONTRIBUTION, If any. (Add Lines 12a, 12b, and 13) .....

PAYMENTS

15. Total Maryland Tax Withheld (Attach Withholding Statements) ..... ▶
16. 1975 Estimated Tax Payments — Account No. [ ] ..... ▶
19. Total Payments (Add Lines 15 and 16) .....

BALANCE

20. Balance Due (If Line 14 Exceeds Line 19) ..... Pay In Full With This Return ▶
21. Overpayment (If Line 14 Is Less Than Line 19) .....

24. Amount of line 21 to be Refunded to You ..... ▶
25. Amount of Overpayment to be Credited to 1976 Estimated Tax ..... ▶

SIGN HERE

Your Signature and Date | Spouse's Signature and Date

Signature of Preparer Other Than Taxpayer | Address | Date

(133) 148

Make Checks Payable To and Mail To: COMPTROLLER OF THE TREASURY, INCOME TAX DIVISION, ANNAPOLIS, MARYLAND 21401

TAX TABLE FOR MARYLAND TAX

Your tax may be found in the table below if your total Maryland Income for the year was $10,000 or Less
Allowance has been made in the table for personal exemptions and deductions

This table does not include any Local (piggyback) tax

IF YOUR TOTAL MARYLAND INCOME IS:		AND THE NUMBER OF EXEMPTIONS IS:					
		1	2	3	4	5	6
AT LEAST	BUT NOT MORE THAN	YOUR MARYLAND TAX (Line 12a) IS:					
See instructions below and on page 13							
2,400.01	2,500.00	32	12	0	0	0	0
2,500.01	2,600.00	35	14	0	0	0	0
2,600.01	2,700.00	38	16	0	0	0	0
2,700.01	2,800.00	40	18	2	0	0	0
2,800.01	2,900.00	43	19	3	0	0	0
2,900.01	3,000.00	46	22	5	0	0	0
3,000.01	3,100.00	48	24	7	0	0	0
3,100.01	3,200.00	51	27	9	0	0	0
3,200.01	3,300.00	55	30	11	0	0	0
3,300.01	3,400.00	59	32	12	0	0	0
3,400.01	3,500.00	62	35	14	0	0	0
3,500.01	3,600.00	66	38	16	0	0	0
3,600.01	3,700.00	69	41	18	2	0	0
3,700.01	3,800.00	73	43	20	4	0	0
3,800.01	3,900.00	77	46	22	5	0	0
3,900.01	4,000.00	80	49	25	7	0	0
4,000.01	4,100.00	84	52	27	9	0	0
4,100.01	4,200.00	87	55	30	11	0	0
4,200.01	4,300.00	91	59	33	13	0	0
4,300.01	4,400.00	96	63	35	14	0	0
4,400.01	4,500.00	100	66	38	16	0	0
4,500.01	4,600.00	105	70	41	18	2	0
4,600.01	4,700.00	109	73	44	20	4	0
4,700.01	4,800.00	114	77	46	22	6	0
4,800.01	4,900.00	118	81	49	25	7	0
4,900.01	5,000.00	123	84	52	28	9	0
5,000.01	5,100.00	128	88	56	31	11	0
5,100.01	5,200.00	133	93	60	34	13	0
5,200.01	5,300.00	138	98	64	37	15	0
5,300.01	5,400.00	143	103	68	40	17	1
5,400.01	5,500.00	148	108	72	43	19	3

IF YOUR TOTAL MARYLAND INCOME IS:		AND THE NUMBER OF EXEMPTIONS IS:									
		1	2	3	4	5	6	7	8	9	10
AT LEAST	BUT NOT MORE THAN	YOUR MARYLAND TAX (Line 12a) IS:									
$5,500.01	$ 5,600.00	153	113	76	46	22	5	0	0	0	0
5,600.01	5,700.00	158	118	80	49	25	7	0	0	0	0
5,700.01	5,800.00	163	123	84	52	28	9	0	0	0	0
5,800.01	5,900.00	168	128	88	56	31	11	0	0	0	0
5,900.01	6,000.00	173	133	93	60	34	13	0	0	0	0
6,000.01	6,100.00	178	138	98	64	37	15	0	0	0	0
6,100.01	6,200.00	183	143	103	68	40	17	1	0	0	0
6,200.01	6,300.00	188	148	108	72	43	19	3	0	0	0
6,300.01	6,400.00	193	153	113	76	46	22	5	0	0	0
6,400.01	6,500.00	198	158	118	80	49	25	7	0	0	0
6,500.01	6,600.00	203	163	123	84	52	28	9	0	0	0
6,600.01	6,700.00	208	168	128	88	56	31	11	0	0	0
6,700.01	6,800.00	213	173	133	93	60	34	13	0	0	0
6,800.01	6,900.00	218	178	138	98	64	37	15	0	0	0
6,900.01	7,000.00	223	183	143	103	68	40	17	1	0	0
7,000.01	7,100.00	228	188	148	108	72	43	19	3	0	0
7,100.01	7,200.00	233	193	153	113	76	46	22	5	0	0
7,200.01	7,300.00	238	198	158	118	80	49	25	7	0	0
7,300.01	7,400.00	243	203	163	123	84	52	28	9	0	0
7,400.01	7,500.00	248	208	168	128	88	56	31	11	0	0
7,500.01	7,600.00	253	213	173	133	93	60	34	13	0	0
7,600.01	7,700.00	258	218	178	138	98	64	37	15	0	0
7,700.01	7,800.00	263	223	183	143	103	68	40	17	1	0
7,800.01	7,900.00	268	228	188	148	108	72	43	19	3	0
7,900.01	8,000.00	273	233	193	153	113	76	46	22	5	0
8,000.01	8,100.00	278	238	198	158	118	80	49	25	7	0
8,100.01	8,200.00	283	243	203	163	123	84	52	28	9	0
8,200.01	8,300.00	288	248	208	168	128	88	56	31	11	0
8,300.01	8,400.00	293	253	213	173	133	93	60	34	13	0
8,400.01	8,500.00	298	258	218	178	138	98	64	37	15	0
8,500.01	8,600.00	303	263	223	183	143	103	68	40	17	1
8,600.01	8,700.00	308	268	228	188	148	108	72	43	19	3
8,700.01	8,800.00	313	273	233	193	153	113	76	46	22	5
8,800.01	8,900.00	318	278	238	198	158	118	80	49	25	7
8,900.01	9,000.00	323	283	243	203	163	123	84	52	28	9
9,000.01	9,100.00	328	288	248	208	168	128	88	56	31	11
9,100.01	9,200.00	333	293	253	213	173	133	93	60	34	13
9,200.01	9,300.00	338	298	258	218	178	138	98	64	37	15
9,300.01	9,400.00	343	303	263	223	183	143	103	68	40	17
9,400.01	9,500.00	348	308	268	228	188	148	108	72	43	19
9,500.01	9,600.00	353	313	273	233	193	153	113	76	46	22
9,600.01	9,700.00	358	318	278	238	198	158	118	80	49	25
9,700.01	9,800.00	363	323	283	243	203	163	123	84	52	28
9,800.01	9,900.00	368	328	288	248	208	168	128	88	56	31
9,900.01	10,000.00	373	333	293	253	213	173	133	93	60	34

Steps 1 through 15 are applicable to married individuals electing to file separate returns and a child who is under 19 or is a student if his gross income includes any unearned income (interest, dividends, etc.). Step 15 also for use by single taxpayers, under 65, with $2350 of income.

LOCAL INCOME TAX RATES FOR 1975 (Line 12b)

Baltimore City	50%	Charles County	50%	Prince George's County	50%
Allegany County	50	Dorchester County	50	Queen Anne's County	40
Anne Arundel County	50	Frederick County	50	St. Mary's County	50
Baltimore County	50	Garrett County	50	Somerset County	50
Calvert County	20	Harford County	50	Talbot County	35
Caroline County	40	Howard County	50	Washington County	50
Carroll County	50	Kent County	50	Wicomico County	50

UNIT VIII

FOOD, CLOTHING, FURNITURE, AND APPLIANCES

A. INTENT

The purpose of this unit is to develop skills which can be applied to wise shopping practices in the areas of food, clothing, furniture, and appliances. This unit should include, but not be limited to, an analysis on needs, income, labels, brands, grades, packaging, warranties, consumer aids, advertising, and prices in each of these areas.

B. UNIT INSTRUCTIONAL OBJECTIVES

At the conclusion of this unit, the student should be able to:

- make wise decisions on consumer purchases through the use of government publications and independent consumer research literature
- analyze labels, brands, grades, sizes, prices, and other guides for comparative and economical buying of food, clothing, furniture, and appliances
- develop an understanding of the need for financial planning in the areas of food, clothing, furniture, and appliances

C. UNIT PERFORMANCE OBJECTIVES

The student will:

1. Compare annual cost of food to annual income
2. Identify factors affecting a food budget
3. Compare unit prices of selected food items
4. Compare cost of owning and operating a home freezer to small scale shopping
5. Determine the factors involved in acquiring and maintaining a wardrobe suited to one's needs
6. Classify various clothing fibers as to cleaning and care
7. Investigate the costs of retail, discount or outlet, mail-order, irregular, custom-made, and self-made clothing
8. Compute rates and amounts of discount
9. Identify the factors involved in the wise selection of furniture
10. Identify the factors involved in the wise selection of appliances

D. CROSS-REFERENCES TO APPROVED TEXTS

Performance Objectives	Texts (By Author)			
	Lankford	Lewis	Saake	Other
1	80-83	100-115	none	
2	79-110	100-115	none	Food Planning
3	83-99	100-115	none	Best Food Buys Number Size & Price
4	99-101	none	none	Best Food Buys Number Size & Price
5	111-121	none	none	Ready to Wear-A Unit on Women's Clothes
6	121-123	none	none	Suit Yourself-A Unit on Mean's Clothes
7	123-142	none	none	Coupons & Catalogs Buying by Mail
8	123-126	115-129	98-109	
9	152-154	none	296-307 296-307	Money Management Institute, Household Finance Corp.
10	none	none	296-307	Money Management Inst. Household Finance Corp. Consumer Economic Problems 7th Ed. by Wilson-Eyster

E. SAMPLE ASSESSMENT MEASURES

1. PERFORMANCE OBJECTIVE VIII - 1: The student will corpare annual cost of food to annual income.

   Assessment Measures

   a) The following is a guide suggesting the portion of income budgeted for food related to family size.

      Family of two - 18%
      Family of four - 24%
      Family of seven - 35%

      How much should each family budget annually for food if the take-home income is $700 a month?

   b) A family consisting of four persons has an annual income of $16,000 and has a food cost per person per week of $15.00.

      (1) What is the family food cost per year?

      (2) What is the percent of annual income spent on food?

2. PERFORMANCE OBJECTIVE VIII - 2: The student will identify factors affecting a food budget.

   Assessment Measure

   a) List several factors that affect a food budget.

3. PERFORMANCE OBJECTIVE VIII - 3: The student will compare unit prices of selected food items.

   Assessment Measures

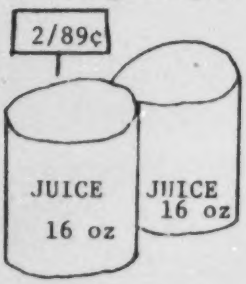
   a) The advertised special price on 4-ounce cans of sausage is 3 cans for 77¢. Other cans of sausage are at the following prices:

      (1) 9-oz. can @ 49¢
      (2) 5-oz. can @ 2/45¢
      (3) 5-oz. can @ 2/53¢
      (4) 4-oz. can @ 2/53¢

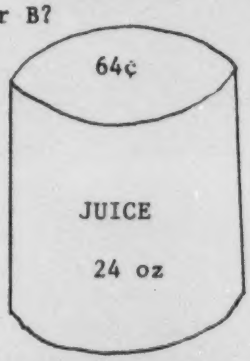
      Does the "special" cost less per ounce?

   b) Which is a better buy, a 3-lb. 2-oz. box of laundry detergent for $1.29 or a 2-lb. 14-oz. box of laundry detergent on "special" for $1.24?

   c) Which gives you more juice for your money, A or B?



A.



B.

4. PERFORMANCE OBJECTIVE VIII - 4: The student will compare cost of owning and operating a home freezer to small scale shopping.

Assessment Measures

a) List the expenses involved in owning a home freezer.

b) The Moores paid $269 for a chest-type freezer that will hold 525 pounds of food. They estimate the freezer will last ten years. The freezer consumes 110 kilowatt hours (kwh.) of electricity a month at 2 1/2¢ per kwh. The Moores keep not more than 350 pounds of food in their freezer at any one time, 150 pounds of meat and 200 pounds of fruit and vegetables. Compare the freezer costs with the savings if:

(1) The meat was bought at a savings of 10¢ a pound.

(2) The vegetables and fruit were bought at a savings of 7¢ a pound.

(3) The Moores empty and refill their freezer two times a year.

5. PERFORMANCE OBJECTIVE VIII - 5: The student will determine the factors involved in acquiring and maintaining a wardrobe suited to one's needs.

Assessment Measures

a) List several factors that determine one's needs in planning a clothing budget.

b) Carol needs a new winter coat. She can buy a part-wool coat for $52.80, a 100% wool coat for $65.00, or a synthetic fur coat for $87.50. She estimates the part-wool coat will wear two years, the all wool coat will last four years, and the fur will last three years. Which coat would be the better buy if all other factors are comparable?

6. PERFORMANCE OBJECTIVE VIII - 6: The student will classify various clothing fibers as to cleaning and care.

Assessment Measures

a) Given the following fibers, classify each as to dry clean, wash and iron, or easy-care (wash and wear):

(1) Silk
(2) Cotton
(3) Polyester (Dacron, Fortrel, Kodel)
(4) Wool
(5) Rayon
(6) Acetate
(7) Linen
(8) Nylon
(9) Acrylic (Acrilan, Orlon)
(10) Triacetate
(11) 55% polyester - 45% wool
(12) 50% cotton - 50% triacetate

b) Match the following:

_____	(1) Permanent press	(a)	Less than 1% shrinkage
_____	(2) Wrinkle resistant	(b)	Water will not go through the material
_____	(3) Water proof	(c)	1 - 3% shrinkage
_____	(4) Water-repellant	(d)	Repels water but does not shed water
_____	(5) Sanforized	(e)	Colors will not run or fade
_____	(6) Pre-shrunk	(f)	Creases and pleats stay in, wrinkle free, washable
_____	(7) Color fast	(g)	Wrinkle free, not necessarily washable
		(h)	Greater than 3% shrinkage

7. PERFORMANCE OBJECTIVE VIII - 7: The student will investigate the costs of retail, mail order, discount or outlet, irregular, custom-made, and self-made clothing.

Assessment Measures

a) Joni wants a new dress to wear to her older sister's wedding and finds one she really likes for $47.50. She finds that almost the identical style in Vogue Pattern Book requires 2 3/4 yards of 45-inch fabric and finds the identical fabric for the dress in the store for $4.50 a yard. If the cost of the pattern is $2.00 and will require a 18" zipper at $.70, thread at $.40 and seam binding and interfacing costing $.65, how much will she save if she has the time to make the dress? (Use 4% sales tax on both dresses.)

b) Joan Adams bought a jumpsuit at a discount store for $19.99. It wore out in 18 months. Her friend Mary bought a jumpsuit at Hecht Company for $24.99 and it wore out after two years. Assuming comparable wear, who made the better buy and why?

8. PERFORMANCE OBJECTIVE VIII - 8: The student will compute rates and amounts of discount.

Assessment Measures

a) Maryse is considering buying a new winter coat at the "After Christmas" sale. The mark-down is 40% on an $85.00 coat. How much would she pay for the coat, including 4% sales tax?

b) John Peters buys a stereo-component system at a discount sale for $499.95. It retailed originally for $699.95. Compute the percent of discount on John's purchase.

9. PERFORMANCE OBJECTIVE VIII - 9: The student will identify the factors involved in the wise selection of furniture.

Assessment Measures

a) List the items to be considered in the wise selection of furniture.

b) Determine the cost of furnishing one room in a home after visiting several stores to obtain comparable prices and quality of furniture.

10. PERFORMANCE OBJECTIVE VIII - 10: The student will identify the factors in the wise selection of appliances.

Assessment Measures

a) List the items to be considered in the wise selection of appliances.

b) List the appliances for a home in order of priority, and justify your answer.

c) Select a major appliance; then research consumer literature to determine the best buy. Name the brand selected, and list at least five criteria used in making the selection.

ANSWERS TO ASSESSMENT MEASURES

1. a) Two - $1512
Four - $2016
Seven - $2940

b) (1) $3120
(2) 19 1/2%

2. a)
(1) Number in family
(2) Sex of family members
(3) Size of family members
(4) Activities of family members
(5) Income
(6) Amount of entertainment
(7) Family food patterns
(8) Price variation
(9) Shopping skills
(10) Cooking skills

3. a) Other brands cost per oz., respectively 5 4/9¢, 4 1/2¢, 5 3/10¢, 6 5/8¢. The special costs 6 5/12¢ more than every other brand except the 4-oz. can at 2/53¢.

b) The 3 lb. 2-oz. box

c) B

4. a)
(1) Purchase price
(2) Cost of operation
(3) Maintenance

b) $1.90 more per year to own freezer

5. a) (1) Present items in wardrobe
(2) Occupation
(3) Leisure and social activities
(4) Climate
(5) Any change in sizing
(6) Color of present items in wardrobe

b) 100% wool

6. a) (1) Dry clean
(2) Wash and iron
(3) Easy-care
(4) Dry clean
(5) Dry clean
(6) Wash and iron
(7) Wash and iron
(8) Easy-care
(9) Easy-care
(10) Easy-care
(11) Dry clean
(12) Easy-care

b) (1) f
(2) g
(3) b
(4) d
(5) a
(6) c
(7) e

7. a) $32.62

b) Mary made the better buy. She paid $1.04/month, while Joan paid $1.11/month.

8. a) $51.00 before tax, $53.04 including the 4% sales tax

b) 28.6%

9. a) (1) How much you can spend
(2) Quality and construction of item
(3) Basic overall plan of furnishing
(4) Comparable prices

b) Answers will vary.

10. a) (1) Size and space
(2) Power
(3) Cost
(4) Product rating
(5) Service contract
(6) Need

b) Answers will vary.

c) Answers will vary.

F. SUGGESTIONS TO THE TEACHER

At the conclusion of each suggestion are the performance objective numbers to which this suggestion applies.

1. Have students query parents as to percent of take home pay spent on food. (1)

2. Have Home Economics teacher talk on seasonal food bargains and thrifty food management specials. (1, 2, 3, 4)

3. Tour local dairy, markets, processing plants, warehouses and so on to observe the middle man between the farmer and the consumer. (1, 2, 4)

4. Have committees of students go out and compare prices of a specified list of items in different types of stores, including store brand versus standard brand comparison, number of servings of meat rather than cost per pound of meat, conditions of perishables and so on. (2, 3)

5. Have students prepare an advertising campaign using pictures, tapes, photos, music, video-tapes, and other various methods in combinations. (2, 3, 5, 7, 9, 10)

6. Have students diagram ground floor of a department store and of a supermarket to observe where quick sale, impulse buying, and other items are located. (2, 5, 9, 10)

7. Have students monitor television shows for a period of time to see how many, and how long commercials are. (1, 2, 5, 7, 9, 10)

8. Discuss some things the ecology-minded consumer can do to aid the ecology problem. (2, 5)

9. Have students display articles on fraudulent practices and discuss laws that protect the consumer at local, state, and national level. (2, 5, 9, 10)

10. Have students analyze the school lunch menus and plan a menu for a week, including cost estimates. (2, 3)

11. Have running reporters interview supermarket manager on how he tries to protect the consumer. (2)

12. Have students list all their present clothing and equipment and then determine needs for a full year. (5, 6, 7)

13. Obtain a speaker from Food and Drug Administration to discuss laws pertaining to food, drugs, and cosmetics. (2)

14. Obtain Home Economics teacher or qualified person to speak on clothing standards, characteristics, and flammability of clothing fabrics. (5, 6, 7)

15. Have students compare descriptions of clothing articles in fashion magazines, newspaper ads, mail order catalogs, and so on. (5, 6, 7)

16. Consider the possibility of teaching this unit with students grouped as a family.

17. Have the home economics teacher and the industrial arts teacher discuss designs, style, construction, etc., of furniture with the students. (9)

18. Have students visit a furniture store to look at different designs of furniture. (9)

19. Have students make a list of the appliances in their home. (10)

20. Discuss why the housewife of today has an easier job than a housewife of 50 years ago. (10)

21. Discuss how much you would spend to repair an appliance rather than replace it. Have students make a Marketing Research project on this using, for example:

    a) Alarm clock costing $6.95

    b) Iron costing $8.95

    c) Portable TV, etc.

    Considering all factors, suggest either replacement or repair for each item researched. (Limit the discussion to home appliances.)

22. Suggested Culminating Activities

    a) Have the students make a comparative analysis of brand-named products in each of the four areas studied in this unit through an oral debate.

    b) Have the students research the fair trade laws and present arguments pro and con on retail pricing practices.

G. VOCABULARY LIST

amount of discount (expressed as a fraction or percent)
appliance
brand
color fast
custom-made
discount store
disposable income
ecology
flammability
freezer plan
impulse buying
irregular or imperfect (flaws)
list price
mail order store
mark down, mark up
middle man
net price
permanent press
preshrunk
rate of discount
retail
sanforized
synthetic fibers
unit price
warranties
water proof
water repellant

H. BIBLIOGRAPHY

Supplementary Books

Arnow, Leslie. Food Power: A Doctor's Guide to Commonsense Nutrition. Chicago, Illinois: Nelson-Hall, 1972. 298 pp., $8.95 (Booklist 9/1/72, p. 16)

Warns against food fads with explanations and possible side effects. Includes food exchange lists included in some special diets.

Caricone, Joe, and Lucas, Bob. The Greengrocer; The Consumer's Guide to Fruits and Vegetables. 901 Mission St., San Francisco, California: The Chronical Publishing Co., 1972. 242 pp., $6.95, (Booklist 4/15/73, p. 781)

Designed as a shopper's tool, the guide spells out advice on selection and preparation of a wide variety of fruits and vegetables. Tells what to look for in the supermarket to get the best buy; gives easily understood nutritional facts, and advises on cooking and eating methods.

Carroll, Anstice, and DePersile Vona, Embree. The Health Food Dictionary with Recipes. Englewood Cliffs, New Jersey: Prentice-Hall, 1973. 200 pp., $6.95. (Booklist 7/15/73, p. 1038)

Dispels myths about health food claims. Identifies medicinal properties of various flours, nuts, herbs, roots, and vegetables.

Fenten, D.X., and Fenten, Barbara. The Organic Grow It, Cook It, Preserve It Guide Book. New York: Grosset, 1972. 164 pp., $6.95. (Booklist 10/15/72, p. 165)

Gives guidance on growing vegetables and fruits in home gardens with mulches, organic fertilizers, and natural pest controls. Provides simple recipes to retain maximum food value and flavor. Suggests methods of freezing and canning.

Fuller, John Grant. 200,000,000 Guinea Pigs; New Dangers in Everyday Foods, Drugs, and Cosmetics. New York: Putnam, 1972.

Asserting that the Pharmaceutical Manufacturing Association is one of the strongest lobbyists in the U.S., the author gives many frightening examples of FDA and other federal agencies cooperating with food and drug companies to allow sale of questionable products rather than protect the consumer.

Jacobson, Michael, F. Eater's Digest; the Consumer's Factbook of Additives. New York: Doubleday, n.d. 250 pp., $5.95, paper $1.95. (Booklist 4/15/73, p. 793)

Wagman, Richard J., ed. Complete Illustrated Book of Better Health. New York: Doubleday, 1973. 767 pp., $17.95. (Library Journal 6/15/73, p. 1928)

A well written handbook focusing on preventing illness, e.g., nutrition, exercise, dental care, pollution control, pregnancy, and acupuncture. Provides section on medical emergencies.

Warmke, Roman F., et al: Consumer Economic Problems, 8th ed. Cincinnati, Ohio: South-Western Pub. Co., 1971. Text ed. $6.68.

Wilson, et al. Consumer Economic Problems. Cincinnati, Ohio: South-Western Pub. Co., 1966. (Approved textbook, M.C.P.S.)

Zane, Polly. The Jack Sprat Cookbook; or Good Eating on a Low-Cholesterol Diet. New York: Harper, 1973. 497 pp., $10.95. (Booklist 6/15/73, p. 965)

Gives hints on buying proper food, tips on evaluating the information on package labels, and advice on basic cooking techniques.

Filmstrips

How to Buy Clothes. 18 minutes, color. #103444. McGraw-Hill Films (Consumer Education

Series - Single $15.50/$14.50 102347-X
Series $90/$78 103439-0

Quality, workmanship, labels, content, charge accounts, wet clothing

How to Buy Food. 18 minutes, color. #103443. McGraw-Hill Films (Consumer Education

Series - Single $15.50/$14.50 102346-1
Series $90/$78 102342-9/103439-0

Elements of nutrition, comparative buying habits, labels, advertising techniques of supermarkets.

Periodicals

U.S. Council on Environmental Quality. Integrated Pest Management. Washington, D.C.: U.S. Government Printing Office, 1972. (S/N 4111-0010, 41 pp., 55¢)

Discusses dilemma caused by pesticides in foods and the effects on man and his environment.

U.S. Department of Agriculture. Growing Vegetables in the Home Garden. (Home and Garden Bulletin #202) Washington, D.C.: U.S. Government Printing Office. (S/N-0100-2604, 49 pp., 70¢)

Discusses site, soil preparation, tools, seeds, planting, and caring for the garden. Includes maps and tables.

UNIT IX

HOUSING

A. INTENT

The purpose of this unit is to familiarize the student with the background information necessary for both owning and renting a place of residence. The unit should include, but not be limited to, the advantages and disadvantages of buying versus renting, location, moving costs, utilities, property taxes, leases, mortgages (mortgage loans), insurance, legal aspects, maintenance, and tax benefits.

B. UNIT INSTRUCTIONAL OBJECTIVES

At the conclusion of this unit, the student should be able to:

- identify the factors to be considered when determining whether to buy or rent a house
- compare the cost of owning a house or apartment versus renting

C. UNIT PERFORMANCE OBJECTIVES

The student will:

1. Know the different types of housing available in the community
2. Identify the legal obligations inherent in a lease
3. Identify the advantages and disadvantages of owning a home, including a cooperative or condominium
4. Identify the main types of mortgages available
5. Read interest tables
6. Compute amount of interest on conventional housing loans
7. Compare costs and coverage of various property insurance plans
8. Compute the amount of property tax and assessment rates on sample property
9. Demonstrate an ability to read gas, water, and electric meters
10. Compute the cost of various utilities

Optional:

Apply the rules of arithmetic to determine:

- area of a given piece of property
- area of a given floor space

D. CROSS-REFERENCES TO APPROVED TEXTS

Performance Objectives	Texts (By Author)			
	Lankford	Lewis	Saake	Other
1	151	none	none	
2	144-147	none	none	You & Your Landlord p.2-18MCE
3	147-148	none	none	
4	169-170	448-457	none	A Home of Your Own MCE p.12-15
5	none	219, 270	157, 159, 404-405	
6	148-150, 162-166, 169-170	448-457	150-159 364-375	A Home of Your Own p. 8-10, 16-2
7	148, 367-374	386-395	354-363, 370-371	A Home of Your Own p.24-25
8	230-235	458-465	250-253	A Home of Your Own p.18
9	154-162	430-441 466-469	none	
10	154-162	430-441 466-469	none	
Optional	none	none	none	

E. SAMPLE ASSESSMENT MEASURES

1. PERFORMANCE OBJECTIVE IX - 1: The student will know the different types of housing available in the community.

   Assessment Measure

   a) List the types of housing available in the community.

2. PERFORMANCE OBJECTIVE IX - 2: The student will identify the legal obligations of a lease.

   Assessment Measures

   a) List the legal obligations of the lessee.

   b) List the legal obligations of the lessor.

3. PERFORMANCE OBJECTIVE IX - 3: The student will identify the advantages and disadvantages of owning a home, including a cooperative or condominium unit.

   Assessment Measures

   a) List the advantages of owning a house or apartment.

   b) List the disadvantages of owning a house or apartment.

4. PERFORMANCE OBJECTIVE IX - 4: The student will identify the main types of mortgages available.

   Assessment Measure

   a) List the three main types of mortgages available.

5. PERFORMANCE OBJECTIVE IX - 5: The student will read interest tables.

   Assessment Measures

   a) Mr. Jones was granted a 9.5% mortgage of $37,000 on the unpaid cost of his home. If the debt is to be paid off over a 30-year period, what will the monthly payments have to be? (See Appendix 1.)

   b) Compare the amount of monthly payments on a 8.5%, $25,000 loan for:

      (1) 20 years (2) 30 years (3) 40 years
      (See Appendix 1.)

      Find the total amount paid (interest and principal) for the $25,000 loan for:

      (4) 20 years (5) 30 years (6) 40 years

6. PERFORMANCE OBJECTIVE IX - 6: The student will compute amount of interest on conventional housing loans.

Assessment Measures

a) You borrow $10,000 at 9% interest for 10 years.

(1) What is the formula for figuring your simple interest?

(2) How much simple interest do you owe?

(3) If you borrowed the same $10,000 with 9% interest on the unpaid balance and every year paid $1,000 toward the principal, how much would you pay in interest the first two years of the 10-year period? How much would you pay in interest in the 10-year period?

b) On a $15,000 loan that is to be repaid in 20 years, the monthly payments are $135.15 if the interest rate is 9%. Show the amortization schedule for the first 5 months by completing the following table.

Payment No.	Unpaid Balance	Payment of Principal	Interest
0			
1			
2			
3			
4			
5			

7. PERFORMANCE OBJECTIVE IX - 7: The student will compare costs and coverages of various property insurance plans.

Assessment Measures

a) Match the following:

(1) Provides coverage for fire damage and any water damage, caused by fire or lightning, smoke, windstorms or hail, explosions, riots, civil commotions, aircraft, and vehicles	(a) Extended coverage
(2) Provides for same as (1) and in addition, vandalism, theft, and liability	(b) Liability insurance
(3) Provides coverage for loss of personal property by theft	(c) Tenant insurance
(4) Provides coverage for fire damage and any water damage caused in a fire, smoke, or lightning	(d) Fire insurance
(5) Provides coverage for damages and medical payments due to another person for accidents in or around your home and/ or caused by the insured away from premises or by insured pets	(e) Mortgage insurance
(6) Provides coverage which will pay the balance of the loan in case the borrower dies while paying off the mortgage	(f) Theft insurance
(7) Provides same as homeowner's except it does not insure dwelling and appurtenances and contains a fire legal liability clause	(g) Homeowner's insurance

b) Mr. Harris owns a $60,000 home which he insured under a homeowner's policy that contains an 80% clause. Fire damaged his property to the extent of $12,000.

(1) If he had $50,000 insurance on the house, how much of the loss would the insurance company have to pay?

(2) If he had insured the house for $40,000, how much of the loss would the insurance company have to pay?

c) Mrs. Morris lives in an E community and owns a brick home worth $50,000. (Use the table below.)

(1) She insures the house for $35,000 and pays her premiums under the deferred payment plan. How much will her annual payments be?

(2) A fire does $16,000 damage to her home. How much does the insurance company have to pay?

Homeowner's Policy
3-year Premiums

Face Value	"C" Community		"D" Community		"E" Community	
	Frame	Brick	Frame	Brick	Frame	Brick
$35,000	$288	$263	$368	$331	$451	$424
40,000	322	295	414	370	510	478
45,000	358	326	462	389	568	533
50,000	393	358	508	428	628	588

Deferred payment plan

Annual cost = 35% of 3-year plan

(All premiums rounded off to the nearest dollar)

8. PERFORMANCE OBJECTIVE IX - 8: The student will compute the amount of property tax and assessment rates on sample property.

Assessment Measures

a) Denton has a tax rate of $.0425 per $1.00. Find the tax on a home which is assessed at 45% of its cost of $30,000.

b) Change the tax rate of $4.76 per $100.00 to one in mills per $1.00.

c) The assessed value of Mr. Moore's house and land is $43,000. If the tax rate is 37.2 mills per $1.00, how much tax will he have to pay?

9. PERFORMANCE OBJECTIVE IX - 9: The student will demonstrate an ability to read gas, water, and electric meters.

Assessment Measures

a) Determine the number of kilowatt hours of electricity used during the month.

Meter at beginning of month:

Meter at end of month:

b) Record the reading on the gas meter above.

10. PERFORMANCE OBJECTIVE IX - 10: The student will compute the cost of various utilities.

Assessment Measures

a) Zelda Murray has a kitchen telephone and bedroom extension for which there is a local service charge monthly of $10.90. During April she also had the following calls and telegrams:

Chapel Hill, N. C.	$3.98
New York, N. Y.	1.60
Sidney, Ohio	2.60
Fairfield, Conn.	1.62

U. S. tax on the bill was $1.89 and there is a local surcharge of $.33. How much was Zelda's phone bill from the C & P Telephone Co. for April?

b) Here is a sample set of electricity rates

First	50 kwh. per month	4.5¢ per kwh.
Next	50 kwh. per month	3.5¢ per kwh.
Next	100 kwh. per month	2.5¢ per kwh.
Next	200 kwh. per month	1.8¢ per kwh.
Next	200 kwh. per month	1.7¢ per kwh.
All over	600 kwh. per month	1.4¢ per kwh.

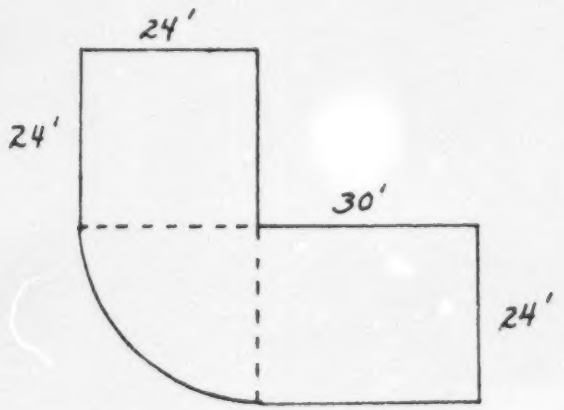
Minimum charge per month - $1.50

Determine the cost of 1250 kilowatt hours of electricity before taxes.

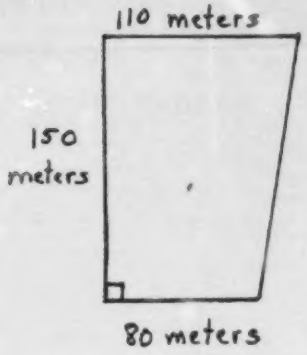
11. PERFORMANCE OBJECTIVE IX - OPTIONAL: The student will apply the rules of arithmetic to determine the area of a given piece of property.

Assessment Measures

a) The driveway of Lee Ottenburg's home needs to be resurfaced. How many square feet must he plan on resurfacing if the dimensions are as shown?



b) Carl Tade buys a piece of property that has the following dimensions:



What is the number of square meters of property he owns?

ANSWERS TO ASSESSMENT MEASURES

1. a) (1) Apartments
(2) Condominiums
(3) Duplex homes
(4) Mobile homes
(5) Single family homes
(6) Town houses

2. a) (1) Maintaining and repairing property
(2) Stating of permission or refusal to sublet
(3) Setting period of lease
(4) Establishing amount of rent and security, if applicable
(5) Listing of utilities included in rent
(6) Stating restrictions on use of property

b) (1) Paying rent when due
(2) Avoiding abuse of property
(3) Abiding by restriction of lease

3. a) (1) Equity in property
(2) Stability of monthly payments
(3) Pride and security of ownership
(4) Absence of some restrictions on use
(5) Hedge against inflation
(6) Improvement of credit rating

b) (1) Lack of mobility
(2) Responsibility for maintenance of home and grounds
(3) Lack of proximity to public facilities
(4) Equity not readily available for use in making other expenditures

4. a) (1) Conventional
(2) F.H.A. (Federal Housing Administration)
(3) V.A. (Veterans Administration)

5. a) $311.17

b) (1) $217.25
(2) $192.25
(3) $183.50
(4) $52,140.00
(5) $69,210.00
(6) $88,080.00

6. a) (1) I = prt
(2) $9,000.00
(3) $1,710.00 $4,950.00

b)

Payment No.	Unpaid Balance	Payment of Principal	Interest
0	$15,000.00	--	--
1	14,977.35	$22.65	$112.50
2	14,954.53	22.82	112.33
3	14,954.53	22.99	112.16
4	14,908.38	23.16	111.99
5	14,885.04	23.34	111.81

7. a) (1) a (5) b
(2) g (6) e
(3) f (7) c
(4) d

b) (1) $12,000.00
(2) $10,000.00

8. a) $573.75

b) 47.6 mills per dollar

c) $1,599.60

9. a) 34,225 kwh.

b) 34,700 cubic feet

10. a) $22.92

b) $22.60

11. a) 1,748.16 square feet

b) 14,250 square meters

F. SUGGESTIONS TO THE TEACHER

At the conclusion of each suggestion the reader will find one or more numbers in parentheses. These numbers relate to the unit performance objectives of Section C. The methods suggested are means to enhance instruction for those specific objectives.

1. Speakers suggested:

   Real estate agent (1, 2, 3, 4)
   Insurance representative (7)
   Bank or loan company personnel to talk on mortgage (3, 4)
   H&R Block representative to explain tax benefits of owning own home (3)

2. Role playing episode between prospective tenant and landlord (1, 2, 3, 4, 6, 7)

3. Discussion on the factors that determine:

   a) Whether one rents or buys (1, 2, 3, 4, 6, 7)

   b) Where one rents or buys (1, 3, 7, 8)

   c) Change in housing needs of a person from single, through marriage and family and on into old age (1, 3, 4, 6)

   d) Different types of housing available (1)

4. Use of newspaper real estate section to motivate discussions (1, 4)

5. Field trips to view model apartments, mobile homes, and houses for sale or construction sites of houses with suggested list of topics to make notes and observations for later discussions (1, 3, 4, 6, 8)

6. Suggested Culminating Activity:

   The Browns had to make a decision; either to rent an apartment and sign an agreement called a ___(1)___ or to borrow money for a home and to sign a ___(2)___ (the agreement that the lender will become owner of the property if the borrower fails to make payments on the loan). If the Browns decide to buy, they will have to take out several insurance policies, one which Mr. Brown called ___(3)___ insurance which will pay off the loan should he die. Consider the other comparisons that had to be made between renting the apartment and buying the house.

   Apartment facts

Rent	$225.00 per month (utilities included except telephone)
Security deposit	150.00
Insurance	30.25 per year

   House facts

Cost	$43,000.00 (down payment required 20%)

Comparison over a 25-year period

(4) How much rent would the Browns pay the first year? _____

(5) How much rent would the Browns pay over 25 years? _____

(6) Is this an accurate figure? If not, why not? _____

(7) What is the down payment on the house? _____

(8) What is the remaining amount that must be borrowed? _____

(9) Find the total amount paid in 25 years if the monthly house payments are $8.05 per $1,000.

(10) How much of the amount in (9) is interest? _____

The Browns also must consider the following items when buying the home:

- closing cost including escrow fund for insurance: $2,250
- property taxes: 60% of market value, tax rate $3.50/$100
- utilities
- maintenance costs: approximately 20% of original cost of home
- tax benefits: $9,000 over 25 years.

(11) What is their estimated maintenance cost? _____

(12) What is their tax (a) per year _____
(b) over 25 years _____

(13) Given the following average utility bills for electricity, gas, water and sewer, and an average phone bill of $31.50 a month, determine:

(a) Electricity for one year _____
(b) Electricity for 25 years _____
(c) Gas for one year _____
(d) Gas for 25 years _____
(e) Water and sewer for one year _____
(f) Water and sewer for 25 years _____
(g) Telephone for one year _____
(h) Telephone for 25 years _____
(i) How much would have to be paid if the water and sewer bill is overdue? _____
(j) What was the date the gas meter was read? _____
(k) According to the gas bill, and using the budget plan, are the Browns ahead or behind on their bill? _____

Potomac Electric Power Company			
Dates	Reading Kwh.		Amt.
3-31	25000		
to			$18.00
4-11	25600		
Service Charge	Sales Tax	Kwh. Used	Total Amount
.50	.70	600	$18.00
Env. Surcharge		Overdue Date	
.08		5-1-	

Gas Company			
Acct. No.	City Tax	Overdue	
26143781	2.52	5-3-	
Days Used	Mo Day Yr	Reading	Amt.
30	04-03-	7954 549	$52.00
Gas Used	Therms	Total Amount	
306	311.5	$52.00	
Budget Information			
Gas Used This Period	Total Used to Date	Installment Billed to Date	
$56.00	$148.00	$156.00	

WASHINGTON SUBURBAN SANITARY COMMISSION

Acct. No.

21 840 622

Reading Dates		Readings	
1-03- - 6-03-		285 Previous	345 Present
60	26.85	25.40	Amt. Due $52.25
Consumption	Water	Sewer	Amt. Due after 7-03- $54.86

(14) Final Comparison

Apartment Cost - 25-year period	House Cost - 25-year period
(a) Rent _____	(a) Down payment _____
(b) Insurance _____	(b) Remaining principal _____
(c) Telephone _____	(c) Interest _____
	(d) Closing cost _____
	(e) Maintenance _____
	(f) Property taxes _____
	(g) Utilities:
	(1) Electricity _____
	(2) Gas _____
	(3) Telephone _____
	(4) Water & sewer _____
	(h) Tax break _____
(d) Total _____	(i) Total _____

(15) If you sell the house after 25 years for $75,000, how much did it cost you to live in this home over 25 years? _____

Answers to Culminating Activity

(1) Lease
(2) Mortgage
(3) Mortgage or credit life
(4) $2,850.00
(5) $67,650.00 (including security deposit)
(6) Rent does not remain constant over a 25-year period.
(7) $9,000.00
(8) $36,000.00
(9) $86,940.00
(10) $50,940.00
(11) $9,000.00
(12) (a) $945.00
(b) $23,625.00
(13) (a) $216.00
(b) $5,400.00
(c) $624.00
(d) $15,600.00
(e) $104.50
(f) $2,612.50
(g) $378.00
(h) $9,450.00
(i) $54.86
(j) 4-03
(k) Ahead

(14) Apartment

(a) $67,650.00
(b) $756.25
(c) $9,450.00
(d) $77,856.25

House

(a) $9,000.00
(b) $36,000.00
(c) $50,940.00
(d) $2,250.00
(e) $9,000.00
(f) $23,625.00
(g) (1) $5,400.00
(2) $15,600.00
(3) $9,450.00
(4) $2,612.50
(h) $9,000.00
(i) $154,877.50

(15) $79,877.50

G. VOCABULARY LIST

alterations
amortization schedule
assessed value
British Thermal Unit
cancellation clause
cooperative housing
down payment
80% clause
escrow payment
extended coverage
fair housing law
fair market value
fire insurance
grace period
homeowner's policy
common elements of a condominium or cooperative development
insured
joint ownership (not in the sense of style of housing)
kilowatt hour
late payment charge
lease
lien
maintenance
mill
mobile home
mortgage
mortgage insurance
personal property
points
principal
property tax
rate of interest
real property
realtor
residential
rent control
renting
simple interest
simple interest formula
subletting
tenant
utilities
urban renewal
condominium

H. BIBLIOGRAPHY

Books

Aaron, Henry J. Shelter and Subsidies; Who Benefits From Federal Housing Policies? (Studies in Social Economics) Washington, D.C.: Brookings Institution, 1972. 238 pp., $7.95; paper $2.95. (Booklist 11/15/72, p. 255)

Examines the distribution of benefits associated with the major categories of federal housing programs and maintains that the U.S. government should expand assistance of housing subsidies to low and moderate income families. Appraises rationale for national housing program, weighs impact on taxes, and discusses loans for rural housing.

Boudreau, Eugene H. Buying Country Land. New York: MacMillan, 1973. 105 pp., $4.95. (Booklist 7/15/73, p. 1038)

Furnishes practical information to prospective buyers of rural land for homes in the U.S. and Canada. Gives diagrams and tables and where to order topographic maps. Tells how to evaluate locations for septic tanks and wells. Explains real estate practices relating to buying country land.

Cobb, Betsy, and Cobb, Hubbard. City People's Guide to Country Living. New York: MacMillan, 1973. 186 pp., $5.95; paper $1.50. (Booklist 5/15/73, p. 876)

Gives valuable information on the rudiments of rural, semi-rural, or village life for the city dweller. Emphasizes careful pre-move planning.

Huff, Darrell, and Huff, Frances. Complete Book of Home Improvement. New York: Harper, 1971. 625 pp., $11.95. (Library Journal Book Review 1971, p. 266)

Is well known to readers of Popular Science and Work Bench. Gives directions with illustrations any competent handyman can complete.

Loring, Murray. The Risks and Rights of Animal Ownership. New York: Arco, 1973. 118 pp., $5.95. (Booklist 7/1/73, p. 998)

Tells of legal problems leading to court suits that involve pet owners. Specific cases are simply described. An index of animals is included.

Ruina, Edith. Moving: A Common Sense Guide to Relocating Your Family. New York: Funk and Wagnalls, 1970. 238 pp., $8.95. (Library Journal Book Review 1971, p. 268)

Covers everything one needs to know about the mechanics of moving, selling your house, setting up moving and packing schedules, and relocating in another town. Considers civilian, military, and academic moves.

Periodicals

U.S. Department of Housing and Urban Development. A Design Guide for Home Safety: Guide 1. Washington, D.C.: U.S. Government Printing Office, 1972. (S/N 2300-00201) 116 pp., $1.50

For "architects, engineers, planners, builder-developers and housing manufacturers, as well as prospective home owners, as a clear, concise and readable guide to the design of safer homes."--Preface.

U.S. National Bureau of Standards. Metric Conversion Card. Rev. 1972. (Special Publication No. 365) Washington, D.C.: U.S. Government Printing Office, 1972. 2 pp., 10¢ (Booklist 5/15/73, p. 893)

Billfold size card lists approximate conversion to and from metric measures for the American non-metric system.

U.S. National Bureau of Standards. Seven Ways to Reduce Fuel Consumption in Household Heating. Washington, D.C.: U.S. Government Printing Office, 1972. (S/N 0303-01086) 9 pp., 35¢

Suggests weatherstripping, storm windows, use of draperies, and others.

Kit

Home Decorating Series, Sets 1 and 2. New York: McGraw-Hill Films, 1971. FS w/discs $54.00; FS w/cassette $59.00; (Booklist 4/15/73, p. 801)

4 sound filmstrips, approximately 8 minutes each. Home Decoration, Set 1: Elements and Principles of Design, Selecting Furniture, Arranging Furniture. Home Decoration, Set 2: Selecting Tableware, Choosing Fabrics, Lighting, Decorating - an Individual Approach.

- LOAN PAYMENT SCHEDULE

Loan Payment Schedule

Monthly Payments Necessary on a $1,000 Loan

Years	8%	8½%	9%	9½%	10%
15	$9.56	$9.85	$10.15	$10.45	$10.76
20	8.37	8.69	9.01	9.34	9.67
25	7.72	8.05	8.39	8.73	9.08
30	7.34	7.69	8.05	8.41	8.78
35	7.11	7.47	7.83	8.20	8.57
40	6.96	7.34	7.72	[illegible].10	8.48

UNIT X

BUDGETING

A. INTENT

The purpose of this unit is to develop the skills and attitudes necessary to obtain maximum benefits from resources through financial planning and sound money management. The unit should include, but not be limited to, studying types of income; estimating income and expenses; withholding taxes; payroll deductions; inflation; leisure and recreation; services; personal, college, and family budgets; and record keeping.

B. UNIT INSTRUCTIONAL OBJECTIVES

At the conclusion of this unit, the student should be able to:

- recognize the role that personal values, goals, wants, and needs play in money management
- construct budgets for given situations

C. UNIT PERFORMANCE OBJECTIVES

The student will:

1. Compute individual annual incomes based on given hourly rates, commissions, piecework rates, tips, and fees
2. Compute withholding and payroll deductions to determine net earnings
3. Describe effect of inflation on the value of the dollar and income
4. Interpret a paycheck stub
5. Distinguish among necessary, improvement, luxury, gift, and saving expenses
6. Estimate expenditures
7. Determine percentage of income budgeted, in a given situation, for various items, such as housing, food, transportation, clothing, insurance, medical, personal improvement, education, donations, gifts, leisure, savings, investments, taxes, dues, and credit installments
8. Identify factors to be considered in planning a budget
9. Recognize the function of a budget
10. Construct a personal budget plan
11. Construct a family budget plan
12. Construct a budget plan for college expenses

13. Distinguish among professional, personal, financial, household, and repair services

14. Distinguish among physical, intellectual, solitary, social, creative, and spectator leisure activities

D. CROSS-REFERENCES TO APPROVED TEXTS

Performance Objectives	Texts (By Author)		
	Lankford	Lewis	Saake
1	176-190	145-158	222-229
2	178-183	159-176	230-237
3	184-187	none	none
4	187-190	none	220-221
5	190-195	none	296-307
6	190-201	none	296-307
7	201-206	none	296-307
8	176-206	none	296-307
9	176, 202-206	none	296-307
10	176-206	none	296-307
11	176-206	none	296-307
12	176-206	none	296-307
13	none	none	none
14	none	none	none

E. SAMPLE ASSESSMENT MEASURES

1. PERFORMANCE OBJECTIVE X - 1: The student will compute individual annual incomes based on given hourly rates, commissions, piecework rates, tips, and fees.

Assessment Measures

a) (1) Caroline Palley is a salesperson in a dress shop. Her salary is $450 a month plus a commission of 5% on all sales she makes above $6,000. What is Caroline's total income for a month in which her sales totalled $8,400? If this was her average monthly income, what was her annual income?

(2) James Somers, a real estate agent, works on a straight commission of 6 1/2% of the selling price of the property. He recently sold Mr. Kew's home for $64,700.00. How much commission did Mr. Somers receive? How much of the selling price did Mr. Kew receive?

b) Mills Electronics pays its employees on a piece-rate basis of $.36 per article and deducts $.45 from the earnings of the employee for each article rejected during inspection. How much was Mr. Collins' adjusted gross salary for a week in which he produced 970 articles, but had 46 of these articles rejected? Using this amount as an average weekly salary, what is Mr. Collins' annual income, if he receives a three-week paid vacation each year?

2. PERFORMANCE OBJECTIVE X - 2: The student will compute withholding and payroll deductions to determine net earnings.

Assessment Measures

a) (1) If Carl Hall earns $4.20 an hour and works 26 hours per week part-time, what are his gross earnings for the week? How much income tax must be withheld by his employer if Carl claims only one exemption? (Use Appendix 1.)

(2) Do the above problem using the percentage method. (Use Appendix 2.)

b) Determine the amount to be deducted from a paycheck for FICA (Social Security) if 5.85% of the first $14,100 earned is applicable:

(1) Annual salary of $8,000 with monthly pay periods.

(2) $800.00 salary with an every two week pay period.

c) Unemployment insurance is paid by the employer at a rate of 2.7% up to $3,800 and disability insurance is paid by the employee as a payroll deduction at 1% up to $7,400. If John Benedict has a monthly gross salary of $620.00, determine:

(1) The amount of unemployment insurance paid by the employer per month and for how many months

(2) The amount deducted per month for disability insurance and for how many months

3. PERFORMANCE OBJECTIVE X - 3: The student will describe effect of inflation on the value of the dollar and income.

Assessment Measure

a) In your own words describe the effect of inflation on the value of the dollar and on your income.

4. PERFORMANCE OBJECTIVE X - 4: The student will interpret a paycheck stub.

Assessment Measures

MONTGOMERY COUNTY PUBLIC SCHOOLS

* 1	RATE	REG. UNITS	GROSS PAY	OVERTIME EARNINGS HRS @ REG. RATE	AMOUNT	HRS @ OVTM. RATE	AMOUNT	LEAVE WITHOUT PAY UNITS	AMOUNT * 2	OTHER ADJ AMOUNT * 3	ADJUSTED GROSS
	61 46	10	614 60								614 66

CHECK NUMBER	CHECK DATE MO DAY YR	TAX STATUS NO RESIDENT	*	EXEMP FED	EXEMP ST
5187632	5 31 74	Yes		1	

EMPLOYEE NUMBER
123456

LESS DEDUCTIONS

TAX SHELTERED ANNUITY	FEDERAL INCOME TAX	MARYLAND INCOME TAX	SOCIAL SECURITY	RETIREMENT	INSURANCE	SAVINGS BONDS
	123 45	41 16	35 96	47 94	4 43	

ORGANIZATIONS	CREDIT UNION		SUP SERV SAVINGS	UNIFORMS	U.G.F.	SPECIAL	OTHER	OTHER	NET PAY
5 77	34								321 95

* EXPLANATION OF CODES WILL BE FOUND ON BACK OF THIS STUB.

CALENDAR YEAR TO DATE ACCUMULATIONS

GROSS BEFORE TAX SHELT. ANNUITY	TAX SHELT. ANNUITY	FEDERAL INCOME TAX	MARYLAND INCOME TAX	SOCIAL SECURITY	SUP. SERV. SAVINGS
6761 26		1357 95	452 76	39256	

LEAVE BALANCES

ANNUAL LEAVE	SICK LEAVE	PERSONAL LEAVE * 5
3 0	38 00	3 0 2

DETACH THIS STUB AND KEEP IT FOR YOUR RECORDS

Given the above paycheck stub:

(1) How many days did the employee work?

(2) What was the total amount of taxes deducted for this pay period? (FICA; i.e. Social Security).

(3) What was the total amount of deductions other than taxes for this pay period?

(4) How much tax (including FICA) had the employee paid for the year?

4. PERFORMANCE OBJECTIVE X - 4: CONT.

(5) If the paycheck is every two weeks, year round, what is the total annual gross salary?

(6) How many tax exemptions did the employee claim?

(7) What was the gross pay for the two-week period? The net pay?

b)

THE CHARLES CORPORATION									
Department	Life No.	Mo.	Day	Yr.	Life Insurance	Accident & Sickness	Community Fund	Major Medical	Rate per hour
		8	24	74	$1.80		.40		$4.58

TOTAL HOURS	CREDIT UNION	BONDS	SPECIAL ALLOWANCE	MISCELLANEOUS DEDUCTIONS
40.0	$50.00			

GROSS PAY	FICA	FEDERAL TAX	STATE INCOME TAX	PENSION	NET PAY
$183.20	$10.72	$30.19	$3.36	$2.00	$84.73

see other side for special allowance code

Given the above paycheck stub:

(1) How many hours did the employee work?

(2) What was his gross pay? His net pay?

(3) What was the total amount of withholding deductions?

(4) How much was withheld for Social Security?

5. PERFORMANCE OBJECTIVE X - 5: The student will distinguish among necessary, improvement, luxury, gift, and saving expenses.

Assessment Measure

a) List under the appropriate column heading the following expenses: food, transportation, clothing, insurance, medical, personal improvement, education, donations, gifts, leisure, savings, investments, taxes, dues, credit installments, housing.

Necessary	Improvement	Luxury	Gifts	Savings

6. PERFORMANCE OBJECTIVE X - 6: The student will estimate expenditures.

Assessment Measures

a) The Parsons family estimates their total annual income to be $18,500.

(1) Mrs. Parson estimates that the food for the family will cost about $220.00 per month. How much is this per year?

(2) Mr. Parsons estimates that the annual housing expenses will be as follows:

Mortgage payment	$3,900.00
Taxes	800.00
Insurance	180.00
Repairs	400.00

How much is this per year?

(3) The Parsons estimate clothing expenses for the year as follows:

Mrs. Parsons	$ 400.00
Mr. Parsons	250.00
Jill	450.00
Kurt	400.00

How much is this for the year?

(4) The estimated housekeeping expenses are:

Gas	$ 8.50 monthly
Electricity	45.00 monthly
Water, sewage and trash	7.00 monthly
Telephone	32.00 monthly
Cleaning supplies	30.00 yearly
Repair and replacement of equipment	100.00 yearly

How much is this per year?

(5) Mr. Parsons estimates that it will cost him 13¢ a mile to drive his car and that he will drive 12,000 miles next year. What will his automobile expenses be for the year?

(6) The Parsons carry a group family health policy through his work for which the premium is $7.80 a paycheck, every two weeks, and a straight life insurance policy with an annual premium of $320.00. How much of their yearly income is put into insurance?

(7) The Parsons save 8% of their income yearly and limit themselves to $80 monthly on recreation. How much of their income is put into savings during the year? How much do they spend on recreation in a year?

(8) Determine how much of their income is left to cover personal expenses, medical expenses, gifts, education, donations, and miscellaneous.

b) The Moores estimated their expenditures as follows:

Food	21%
Housing	25%
Clothing	10%
Transportation	13%
Insurance	6%
Gifts	6%
Personal and Recreation	6%
Savings	8%
Medical care	5%

Draw and label a circle graph to represent their expense outlay.

7. PERFORMANCE OBJECTIVE X - 7: The student will determine percentage of income budgeted, in a given situation, for various items, such as housing, food, transportation, clothing, insurance, medical, personal improvements, education, donations, gifts, leisure, savings, investments, taxes, dues, and credit installments.

Assessment Measures

a) The Hendersons have a budget showing the following amounts per year:

Housing	$5,720.00
Food	4,840.00
Transportation	2,640.00
Clothing	2,200.00
Insurance	1,320.00
Medical	770.00
Personal improvement	220.00
Education	220.00
Donations	220.00
Gifts	440.00
Leisure	550.00
Savings	1,760.00
Investments	440.00
Taxes	440.00
Dues	110.00
Credit installments	110.00

If their total annual take home income is $22,000.00, what percentage has been allotted to each?

b) A suggested budget per month for a family of 4 with a monthly take-home pay of $900 is:

Food	$192.00
Home utilities	109.00
Clothes	92.00
Rent	102.00
Transportation	126.00
Savings	150.00
Miscellaneous	129.00

(1) What is the amount budgeted for rent and home utilities for one month?

(2) What is the amount budgeted for transportation for the year?

(3) How much money is budgeted for clothes for the year?

(4) What percent of the budget is allotted for food?

(5) What percent of the budget is allotted for savings?

(6) If transportation costs are increased by 12 1/2%, how much will have to be budgeted each month to this item?

8. PERFORMANCE OBJECTIVE X - 8: The student will identify factors to be considered in planning a budget.

Assessment Measure

a) List the basic factors to consider in planning a budget.

9. PERFORMANCE OBJECTIVE X - 9: The student will recognize the function of a budget.

Assessment Measure

a) List several of the functions of a budget.

10. PERFORMANCE OBJECTIVE X - 10: The student will construct a personal budget plan.

Assessment Measure

a) The student should have a record for 5 - 31 days of expenses on the teenage account form, Appendix 3. The student should bring this to class and assess by the following problem:

Analyze your account form and write a personal budget that is reasonable for you. (See Appendix 4.) Turn in your expense account form with your budget.

11. PERFORMANCE OBJECTIVE X - 11: The student will construct a family budget plan.

Assessment Measure

a) Given an annual salary of $15,000, write a budget using the form provided. (See Appendix 5.)

12. PERFORMANCE OBJECTIVE X - 12: The student will construct a budget plan for college expenses.

Assessment Measures

a) Prepare a budget of estimated income and expense for next year. If you plan to attend college or other school, make a budget for one semester or term. If you will not be attending school, then make a sample budget for a two-month period.

(1) Possible format:

Item	Income	Necessities	Recreation - Improvement	Giving	Savings

TOTALS

(2) % of income

Necessities _____
Recreation and Improvement _____
Giving _____
Savings _____
TOTAL _____

(3) Make a circle or rectangle graph to represent your budget.

13. PERFORMANCE OBJECTIVE X - 13: The student will distinguish among professional, personal, financial, household, and repair services.

Assessment Measure

a) List several services that qualify under each classification:

Professional	Personal	Financial	Household	Repair

14. PERFORMANCE OBJECTIVE X - 14: The student will distinguish among physical, intellectual, solitary, social, creative, and spectator leisure activities.

Assessment Measure

a) List several leisure activities that qualify under each classification:

Physical	Intellectual	Solitary	Social	Creative	Spectator

ANSWERS TO ASSESSMENT MEASURES

1. a) (1) $570.00, $6,840.00
   (2) $4,205.50, $60,494.50

   b) $328.50, $17,082.00

2. a) (1) $109.20, $16.60
   (2) $109.20, $17.00

   b) (1) $39.00 per paycheck
   (2) $46.80 for 17 checks and $29.25 out of the 18th paycheck

   c) (1) $16.74 for 6 months and $2.16 the 7th month
   (2) $6.20 for 11 months and $5.80 the 12th month

3. a) If the cost-of-living index increase is less than the rise in average income, the dollar and your income will buy more. If the cost-of-living index increase is greater than the rise in average income, the dollar and your income will buy less.

4. a) (1) 10 days
   (2) $200.57
   (3) $92.14
   (4) $2,203.27
   (5) $15,981.16
   (6) 1 exemption
   (7) $614.66, $321.95

   b) (1) 40 hours
   (2) gross=$183.20, net=$84.73
   (3) $98.47
   (4) $10.72

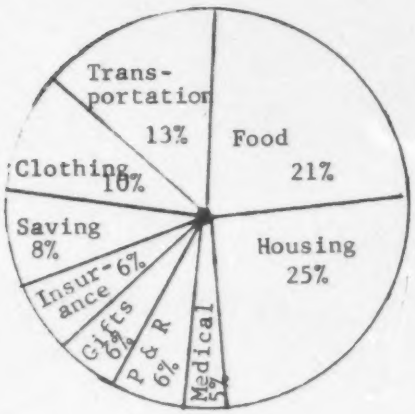
5. a)

Necessary	Improvement	Luxury	Gifts	Savings
Housing	Personal improvements	Leisure	Donations	Savings
Food	Education		Gifts	Investments
Transportation	Leisure			
Clothing				
Insurance				
Medical				
Taxes				
Dues				
Credit installments				

Some answers may vary.

6. a)
(1) $2,640.00
(2) $5,280.00
(3) $1,500.00
(4) $1,240.00
(5) $1,560.00
(6) $522.80
(7) $1,480.00, $960.00
(8) $3317.20

b)



7. a)
(1) 26%
(2) 22%
(3) 12%
(4) 10%
(5) 6%
(6) 3.5%
(7) 1%
(8) 1%
(9) 1%
(10) 2%
(11) 2.5%
(12) 8%
(13) 2%
(14) 2%
(15) 0.5%
(16) 0.5%

b)
(1) $211.00
(2) $1,512.00
(3) $1,104.00
(4) 21 1/3%
(5) 16 2/3%
(6) $141.75

8. a) (1) Total annual income or available funds
   (2) Estimated expenditures
      (a) Necessary
      (b) Additional nonessentials
   (3) Flexibility
   (4) Balancing income and expenses
   (5) Realizing our wants exceed our needs

9. a) A budget is a systematic plan for using available money to obtain as many as possible of the things we want. Therefore its functions are to:

   (1) Help you to live within your income
   (2) Help you to save
   (3) Help you to determine what you can and must have so that you will not recklessly spend your money for foolish things and deprive yourself of things you really need
   (4) Be flexible, should be adjusted if necessary and not be an air tight rule, but be adaptable to changing needs and conditions
   (5) Examine past spending patterns

10. a) Answers will vary - judge as to applicability to the individual, comment, etc.

11. a) Answers will vary - judge and comment on whether reasonable.

12. a) Answers will vary.

13. a) Professional - medical doctors, dentists, lawyers, etc.
Personal - laundry, drycleaners, beauty shops, barbershops, etc.
Financial - insurance, banking, credit, investments, etc.
Household - child care, yard care, etc.
Repair - TV sets, cars, record players, appliances, equipment, etc.

14. a) Physical - rowing, tennis, hiking, etc.
Intellectual - discussions, lectures, visiting, museums, etc.
Solitary - reading, painting, swimming, etc.
Social - parties, picnics, dances, card-playing, etc.
Creative - weaving, sewing, sculpture, etc.
Spectator - attending sports events, concerts, plays, etc.

F. SUGGESTIONS TO THE TEACHER

At the conclusion of each suggestion the reader will find one or more numbers in parentheses. These numbers relate to the unit performance objectives of Section C. The methods suggested are meant to enhance instructions for those specific objectives.

1. Have students write down how they think they spent their money over the last week and then have students keep track of how they spend their money for one week and compare the two. (10)

2. Use this on a bulletin board display, and stress the following rule - Before you buy, ask yourself these or similar questions:

   Do I really need it? If so, why?
   Is it worth the cost in terms of my effort to earn the money?
   Is there a better use for the money?
   Am I buying it -
   . to do as others do?
   . to show off?
   . to make someone envious?
   . to make myself feel important?

3. Through discussion, develop the meaning of goals, needs, wants, value, resources, income, real income, money income, attitudes, economic conditions, economic activity, expenses, keeping records, living standards, level of living, and the statements: "A family's level of living is based on its income."; "A family's level of living is based on its values and objectives." (8)

4. Discuss how bankruptcy relates to financial planning.

5. Compare the similarities and differences between a family budget and the government budget. (3)

6. As group projects have one group investigate cost at one or several colleges and plan a budget for college expenses; one group investigate costs and develop a budget plan for a low cost, moderate cost, and high cost wedding; one group role play to dramatize decision-making in situations such as discussing cost of first child, whether the wife should or should not work, whether to move to a new apartment, use of the income in the family for one year, type of vacation and so on; and one group develop a survey sheet and use a tape recorder to interview several families as to how they spend their money, how many use a budget and what type - written, envelop system - and whether they re-examine for adjustments, and so on. (10, 11, 12)

7. Have students discuss and set up a reasonably good annual budget for several situations, expressing each item as a percent of the person's income and in terms of dollars; then compare, and discuss as a class. Some suggested situations:

   a) Joan, single, age 25, salary $8,500

   b) Bob, age 38, wife and three children (ages 15, 13, 10); salary $10,500

   c) Xavier, age 55, married, no children, salary $32,000

   d) Joni, high school junior, earning about $20 weekly through the school year and $50 weekly during July and August; her family neither needs nor wants money for room and board

   e) Yourself - ten years from now. Estimate what your salary and family obligations will be.

8. Have each student select an imaginary salary, deduct taxes and payroll deductions, and plan a budget for the remaining income. (2, 5, 6, 7, 8, 9, 10, 11)

9. Have students evaluate several budget forms and/or develop one of their own. (10, 11, 12)

10. Several additional excellent sources are Consumer Economic Problems 8th ed. Wilson-Eyster and "Family Financial Management Kit," South-Western Publishing Co.

11. Evaluation Suggestions:

    As a final evaluation a prepared budget could be given to the student to analyze and comment on, using the objectives of the unit. It would seem more appropriate if the final evaluation would be a judgment by the teacher on previously prepared student work and budgets and their group projects as suggested in 6, 7, 8, and 9.

G. VOCABULARY LIST

annual income
budget
commission
consumer price index
deductions
disability insurance
exemptions
expenditures
F.I.C.A. tax
gross earning
inflation
net earnings
paycheck stub
piecework rate
pension
percentage method
retirement
take home pay
unemployment insurance
withholdings

H. BIBLIOGRAPHY

Books

Ellis, John. A Financial Guide for the Self-Employed. Chicago, Illinois: Regnery, 1972. 228 pp., $7.95. (Booklist 9/15/72, p. 53)

Discusses factors of organization, licensing, hiring; related concerns of those who work for themselves are surveyed; beneficial forms of insurance; approved forms of insurance; approved sources of loans; time management; collection of overdue bills; tax considerations; records maintenance; and retirement plans.

Poriss, Martin. How to Live Cheap but Good: A Primer for People with High Tastes and Low Income. New York: McGraw-Hill, 1971. 352 pp., $6.95; paper, $3.95. (Library Journal Book Review 1971, p. 267)

Presents amusing and lively ideas oriented to students concerns, such as furniture, food, repairs, and roommates.

Weiss, Mark M. Free for Baby and Mother; an Encyclopedia of Things Available to Parent and Child at No Cost. New York: Barnes, 1972. 141 pp., $5.95.

Tells what is available for expectant mothers and for baby's better health and development, where it is available, and how to get it.

Pamphlets

U.S. Bureau of Census. Social and Economic Characteristics of Students: October, 1971. (Current Population Reports, Series P-20, N.241) Washington, D.C.: U.S. Government Printing Office, 1972. (S/N 301-9095) 52 pp.

Gives statistical detailed data on status and level of education nation's population three to thirty-four years of age.

U.S. Food and Drug Administration. Toy Safety. Washington, D.C.: U.S. Government Printing Office, 1972. (S/N 1712-00165) 19 pp., 45¢.

Tells parents what to look for when selecting safe toys for children.

U.S. Social Security Administration. The Size and Shape of the Medical Care Dollar: Chart Book 1972. Washington, D.C.: U.S. Government Printing Office 1973. (S/N 1770-00222) 36 pp., 70¢.

Provides charts to interpret how and why medical care has increased.

Kits

Making Ends Meet. Pleasantville, N.Y.: Guidance Associates.
FS/record/cassette 8 minutes, color w/record 403665, $17.50
w/cassette 403673, $19.50.

Structures a model family budget emphasizing orderly allocation of money resources. Good information.

Managing Your Money. Bedford Hills, N.Y.: N.Y. Times Teaching Resources Films.
4FS/record/cassette, color, w/record, 410550, $52.00, w/cassette, 410551, $54.00 single FS/record, $14.50, w/cassette, $16.50

Titles include Living Within Your Means; Making Your Money; Planning Your Financial Future; Recognizing Fraud, Quackery, and Deception.

Our Exploited Generation. Pleasantville, N.Y.: Guidance Associates.
2FS/record/cassette 107 f, 14 minutes, color
w/records 9A 101 251 $37.50; w/cassettes 9A 101 277, $41.50

Analyzes mass media advertising methods of appealing to young people's insecurity and blind conformity. Commercial manipulation of youth styles and tastes.

I. APPENDICES

Appendix 1 - Withholding for Federal Income Tax
Weekly Pay Period - Single Persons

Amount of Weekly Wages		Number of Withholding Exemptions Claimed					
At least	But Less than	0	1	2	3	4	5
		The Amount of Income Tax to be Withheld					
$ 86	$ 88	15.00	12.40	9.80	7.30	4.70	2.30
88	90	15.40	12.80	10.20	7.60	5.10	2.60
90	92	15.90	13.10	10.60	8.00	5.50	2.90
92	94	16.30	13.50	11.00	8.40	5.80	3.30
94	96	16.80	13.90	11.30	8.80	6.20	3.70
96	98	17.20	14.30	11.70	9.20	6.60	4.00
98	100	17.60	14.70	12.10	9.50	7.00	4.40
100	105	18.40	15.50	12.80	10.20	7.70	5.10
105	110	19.50	16.60	13.70	11.20	8.60	6.00
110	115	20.60	17.70	14.70	12.10	9.50	7.00

Appendix 2 - Weekly Pay Period - Single Person

If amount of wages after exemption is		The amount of income tax to be withheld shall be
Over	But not over	
$ 23	$ 85	$ 2.76 plus 19% of excess over $23
85	169	$14.64 plus 22% of excess over $85

Total weekly wage first reduced by $13.50 times the number of exemptions claimed

Appendix 3

Teen-ager Expense Account Form

	Income	Food	Supplies & Fees	Recreation & Leisure							Clothes	Personal Grooming	Charity	Gifts	Savings	Misc.
				Sports	Shows	Hobbies	Dates	Books	Records	Other						
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																
11																
12																
13																
14																
15																
16																
17																
18																

Appendix 3

Teen-ager Expense Account Form

	Income	Food	Supplies & Fees	Recreation & Leisure							Clothes	Personal Grooming	Charity	Gifts	Savings	Misc.
				Sports	Shows	Hobbies	Dates	Books	Records	Other						
19																
20																
21																
22																
23																
24																
25																
26																
27																
28																
29																
30																
31																

Appendix 4

Personal Budget for a Teen-Ager

	Weekly	Semester
1. Transportation		
2. Lunch		
3. Supplies		
4. Fees - school club		
5. Recreation - sports shows hobbies dates other		
6. Charity		
7. Books, magazines, records		
8. Clothing		
9. Personal grooming		
10. Gifts		
11. Miscellaneous		
12. Graduation		
Cap and gown Yearbook Pictures Ring/pin Prom/parties		
13. Long-range goal savings		

Appendix 5

Sample Form on Which to Record Budget Estimates

Expenses		Weekly		Monthly	
HOUSING	Rent or Payment				
	Utilities				
	Heating				
	Taxes				
	Water				
	Repairs, Appliance Rep.				
FOOD	Food (Groceries, meat, supplies)				
	Milk				
	Bakery or Delivered Goods				
CAR	Gas and Oil				
	Repair, Tires, Etc.				
	License				
INSURANCE	Hospital				
	Car				
	Household				
	All Life				
PERSONAL	Barber and Beauty Shop				
	Allowances				
	Toiletries				
	Cigarettes and Tobacco				
MEDICAL	Doctor				
	Dentist				
	Drugs				
CLOTHING	Family				
	Cleaning and Laundry				
SAVINGS	Bank				
	Other				
GIFTS	Birthday				
	Christmas				
	All Other				
EDUCATION	Tuition				
	Books, Papers, Magazines, Newspapers				
	Equipment				

Appendix 5

Sample Form on Which to Record Budget Estimates

Expenses		Weekly		Monthly	
ENTERTAINMENT	Movies and Plays				
	Dinner Out				
	Parties				
	Clubs and Sports				
	Beverages				
	Vacations (Planned)				
	Baby Sitter				
MISCELLANEOUS	Dues, Union and Other				
	Social Security				
	Income Tax				
	Installment Payments				
DONATIONS	Church				
	All Other				

UNIT XI

TRAVEL

A. INTENT

The purpose of this unit is to study the necessary skills for traveling as well as some of the factors to be considered in making travel plans. The unit should include the reading of maps, interpreting transportation schedules, and the necessary calculations involved in traveling. Decisions related to the method of travel in given situations should be a part of the unit activities.

B. UNIT INSTRUCTIONAL OBJECTIVES

At the conclusion of this unit, the student should be able to:

- recognize factors to be considered when one decides to travel
- compare several travel plans

C. UNIT PERFORMANCE OBJECTIVES

The student will:

1. Identify the requirements for traveling abroad
2. Describe different routes to use in traveling
3. Interpret U.S. time zone charts
4. Compute changes from one monetary system to another
5. Interpret travel schedules
6. Identify several considerations for arranging adequate travel accommodations
7. Compare expenses for given travel situations

D. CROSS-REFERENCES TO APPRO'ED TEXTS

Performance Objectives	Texts (By Author)			
	Lankford	Lewis	Saake	Other
1	none	none	none	Encyclopaedia
2	none	32-38	none	Local and State Maps
3	none	none	none	
4	none	none	none	Newspaper
5	none	62-95	none	Official Airline Guide & Train Schedule
6	none		none	Camping Guide Motel Schedules
7	55-56, 69, 72-74	41-49, 59-90	none	Travel Schedules

E. SAMPLE ASSESSMENT MEASURES

1. PERFORMANCE OBJECTIVE XI - 1: The student will identify the requirements for traveling abroad.

Assessment Measures

a) Name three of the requirements for traveling abroad.

b) Match the following:

_____ (1) Fees and taxes placed on merchandise imported into a country

_____ (2) Travel document that identifies the holder as a citizen of the country by which it is issued

_____ (3) Official endorsement by a country permitting traveler to visit that country

_____ (4) The conversion formula that translates the currency of one country to that of another

(a) Passport

(b) Custom duties

(c) Visa

(d) Exchange rate

2. PERFORMANCE OBJECTIVE XI - 2: The student will describe different routes to use in traveling.

Assessment Measures

a) Give two sets of instructions for going from the intersection of Montgomery Avenue and Nelson to the intersection of 355 and Gude Drive. (See Appendix 1.)

b) Describe routes for going from Mercer, Pennsylvania, to Meadville, Pennsylvania, given the following three situations: (See Appendix 2.)

(1) Must travel at least two state highways

(2) Must travel at least one U.S. highway

(3) Must travel at least one interstate highway

3. PERFORMANCE OBJECTIVE XI - 3: The student will interpret U.S. time zone charts.

Assessment Measures

a) In traveling from Atlanta to Memphis you plan an 8-hour trip with your Atlanta departure at 7 a.m. Approximately what time will you arrive in Memphis? (See Appendix 3.)

b) Flying non-stop from Cleveland to Tucson, a man leaves Cleveland at 1:00 p.m., E.S.T., and arrives in Tucson at 3:00 p.m., M.S.T. How many hours was he in the air? (See Appendix 3.)

4. PERFORMANCE OBJECTIVE XI - 4: The student will compute changes from one monetary system to another.

Assessment Measures

a) Using the Foreign Exchange table provided and the Monday Foreign Exchange Rates, give the value in U.S. currency equivalents of the following: (See Appendix 4.)

(1) 2 Swiss francs

(2) 1 Argentine peso

(3) 10 Japanese yens

(4) 4 British pounds

b) Compute the exchange from 10 U.S. dollars to respective foreign currencies, given the country. Give your answer to two decimal places. (See Appendix 4.)

(1) Austrian schillings

(2) Mexican pesos

(3) Canadian dollars

5. PERFORMANCE OBJECTIVE XI - 5: The student will interpret travel schedules.

Assessment Measures

a) Using the available train schedules, answer the questions listed below. (The questions should be answered with regard to a family of four - 2 parents, a child 10, and a child 14 - making a round trip to Orlando, Florida, from New York) Compute: (See Appendix 5.)

(1) Regular fare - coach class

(2) Family plan - coach class

b) A plane leaves Washington for a trip to Orlando at 6:00 p.m. Using the available schedule, answer the following questions for passenger "A": (See Appendix 6.)

(1) What airport did he use in Washington?

(2) In what city did a plane change take place?

(3) What time did passenger "A" arrive in Orlando?

(4) What airlines and flight numbers were used on the trip?

(5) What is the round trip fare, including tax, from Washington to Orlando tourist class?

c) Using the available bus schedule, answer the following questions: (See Appendix 7.)

(1) What time does the bus with trip 2456 arrive in Perryville?

(2) Can you take trip 2462 from Aberdeen to New York?

(3) How many hours does it take to travel from Washington to New York on trip 1088? Find hours required for trip 2456.

(4) Could you take trip 2300 on Friday?

6. PERFORMANCE OBJECTIVE XI - 6: The student will identify several considerations for arranging adequate travel accommodations.

Assessment Measure

a) List at least four considerations for arranging travel accommodations.

7. PERFORMANCE OBJECTIVE XI - 7: The student will compare expenses for given travel situations:

Assessment Measures

a) Figure the transportation costs for a family traveling round trip from Washington, D.C. to Orlando, Florida. For each method of travel, pick the most reasonable choice. The family traveling is composed of the parents, a child age 16, and a child age 11. You'll be given information with each different method of travel. Compute the expenses of each method and then determine your preference.

(1) Car Information: (Motel Accommodations)

13 miles to 1 gal. of gas
Average gas cost: .58¢ per gal.

Motel cost: $10 per person
or
$16 per couple
$2 each additional

Meals: (15% gratuity on meals and 4% sales tax)

Breakfast $ .85 each person
Lunch $1.25 each person
Dinner $3.00 each person

Tolls: 4 @ .25¢ each
1 @ .50¢ each

Distance to Orlando - 1200 miles

Nights on road - 2
Meals: 3 B, 3 L, 2 D } one way

(2) Car Information: (Camping Accommodations)

Same destination.

Camping cost: Average of $4.25 per night, 2 nights on the road.

Meals: Breakfast $ .58, each person
Lunch $ .50, each person
Dinner $1.25 each person

Meals: each way 3 B, 3 L, 2 D

Compute for 4 persons, tolls same as (1)

Gasoline: same

(3) Bus Information: (For the same destination)

Greyhound - One way $35.30 Time: 24 hours: no lodging necessary
Round trip $65.10

Trailways - One way $35.00
Round trip $70.00
Child under 12 - 1/2 fare

Transportation tax - 8% (not included above)

Meals: (15% gratuity and 4% sales tax)

Breakfast	$ .85
Lunch	$1.25
Dinner	$2.00

Meals: 2 B, 1 L, 1 D

(4) Train Information

Use available chart. Find most reasonable rates for the same destination. (Include 8% transportation tax.)

Time: 12 hours

Meals: (15% gratuity and 4% sales tax)

Breakfast	$1.50
Lunch	$2.00
Dinner	$3.00

Meals: 1 B, 1 L, 1 D

(5) Plane Information

Use available chart. Same destination (Transportation Tax - 8% is included in chart prices)

Time: 2 hours

Meals: Provided in both first class and coach sections

ANSWERS TO ASSESSMENT MEASURES

1. a) (1) Passport regulations
(2) Visa regulations
(3) Custom duties
(4) Immunization regulations
(5) Money exchange requirements

b) (1) b
(2) a
(3) c
(4) d

2. a) (1) North on Nelson → Left on College Parkway →
Left on 355. West on Montgomery Avenue →
Left on North Washington → North on 355 (Answers will vary.)

b) (1) State Highway 58 North → Greenville → State Highway 18
North → Hartstown U.S. Highway 322 → U.S. Highway 6 → Meadville
(Answers will vary.)

(2) U.S. Highway 19 North → U.S. Highway 6 East → Meadville

(3) U.S. Highway 62 North → Interstate 79 North → U.S. Highway 6
East → Meadville

3. a) 2:00 p.m.

b) 4 hours

4. a) (1) $.80
(2) $.0085
(3) $.03
(4) $7.12

b) (1) 183.49 schillings
(2) 124.84 pesos
(3) 70 Canadian dollars

5. a) (1) $61.00 each, $244.00 one-way, $488.00 round trip
(2) $122.00
$ 91.50
$ 91.50
$ 91.50
$396.50 Total

b) (1) National
(2) Atlanta
(3) 9:30 p.m.
(4) Delta 303 and Delta 1149
(5) $152.00

c) (1) 11:30 a.m.
(2) No
(3) 4 hours, 50 minutes; 6 hours, 10 minutes
(4) No

6. a) (1) Reservations by letter
(2) Reservations by toll-free calls
(3) Deposit requirements
(4) Time-limit on arrival
(5) Departure time-limit
(6) Extra-day pay
(7) Restaurant available

7. a) (1) Gas $107.10
(2) Tolls $ 3.00
(3) Meals $ 58.60
(4) Motel $ 83.20
(5) TOTAL $251.90

b) (1) Gas $107.10
(2) Tolls $ 3.00
(3) Meals $ 52.40
(4) Camp site $ 17.00
(5) TOTAL $179.50

c) Greyhound $281.24
Trailways $264.60
Meals $ 47.12

Trailways $264.60
Meals $ 47.12
TOTAL $311.72

d) Coach class $207.36
Meals $ 31.12
TOTAL $238.48

e) Plane $351.33 (Preferences will vary)

F. SUGGESTIONS TO THE TEACHER

At the conclusion of each suggestion the reader will find one or more numbers in parentheses. These numbers relate to the unit performance objectives of Section C. The methods suggested are meant to enhance instruction for those specific objectives.

1. Request that a representative of a major travel agency spend time with your students for the purpose of preliminary planning of student trips. He should emphasize methods of coping with the special problems of the traveler; for example, theft of personal property, traveler checks, and credit cards, and what to do if they are lost or stolen; general presentation on agency services; Travelers' Aid Society; bank wires for transfer of money, currency exchange. This should be included near the conclusion of the unit. A travel agency representative would do well with travel by air, rail, or ship, but would be limited as regards bus travel. A call to customer service of either Greyhound Line or Trailways Company would bridge this gap. Consider the various advantages and disadvantages of Auto-Train travel between Washington, D.C. and Florida destinations. (1, 4, 5, 6, 7)

2. Representatives from the American Automobile Association could be invited to consult on motor travel. Aspects of the consumer with attention to unscrupulous auto repair- for travelers, exorbitant lodging rates, standards of cleanliness in selecting accommodations, high fines by sheriffs in some small towns for driving infractions of the law, bail bonds, etc. (7)

3. Quiz games on map reading: (Points to fastest group)

   a) Give route to follow and allow students to mark it on map. (2)

   b) Give origin and destination points and have students describe the shortest route in miles. (2)

   c) Give town and have students locate. (2)

4. Suggested Culminating Activity:

   Allow in-class time near the conclusion of the unit (possibly the day following the travel agent's visit) for assimilation of the skills of trip-planning by first selecting an itinerary then completely planning the trip. (2, 3, 5, 6, 7)

G. VOCABULARY LIST

charter travel
circle tour
circle tour fare
club car
coach class (tourist class)
"Demand Scheduled" fares (air)
duty
Eurail & Britrail Pass (European & British Railroad System)
first class
group-inclusive tour (G.I.T.)
hotel
interline connection time
International Air Transport Association (I.A.T.A.)
itinerary
lower berth
motor hotel
motel
night coach fare (air)
parlor car
passport
peak versus off-season
road atlas
roomette
stateroom
stop-overs
suite
tariffs
timetable
upper berth
visa
weekend surcharge

H. BIBLIOGRAPHY

Books

Beard, James. How to Eat (and Drink) Your Way Through a French (or Italian) Menu. New York: Atheneum Publishers, 1971. 192 pp., $6.95. (Library Journal Book Review, 1971, p. 269)

Provides invaluable service for tourists to France and Italy and may be used in French and Italian restaurants in New York and San Francisco.

Elman, Robert. The Hiker's Bible. New York: Doubleday, 1973. 160 pp., paper $2.50. (Library Journal 6/15/73, p. 1931)

Covers useful information about clothing, equipment, safety, special club, organizations, and trails. The appendices list club, trail associations, campers' associations, and activities such as bike-hiking, canoe camping, mountaineering, addresses for food suppliers and outfitters.

Herbert, April. The Tailgate Cookbook, A Practical Handbook of Delightful Meals for Campers, Travelers and Sport Enthusiasts. New York: Funk & Wagnalls, 1970. 205 pp., $7.95. (Library Journal Book Review, 1971, p. 271)

Lists basic camp cookery and staples. Provides recipes for camp stoves but can be prepared in the kitchen.

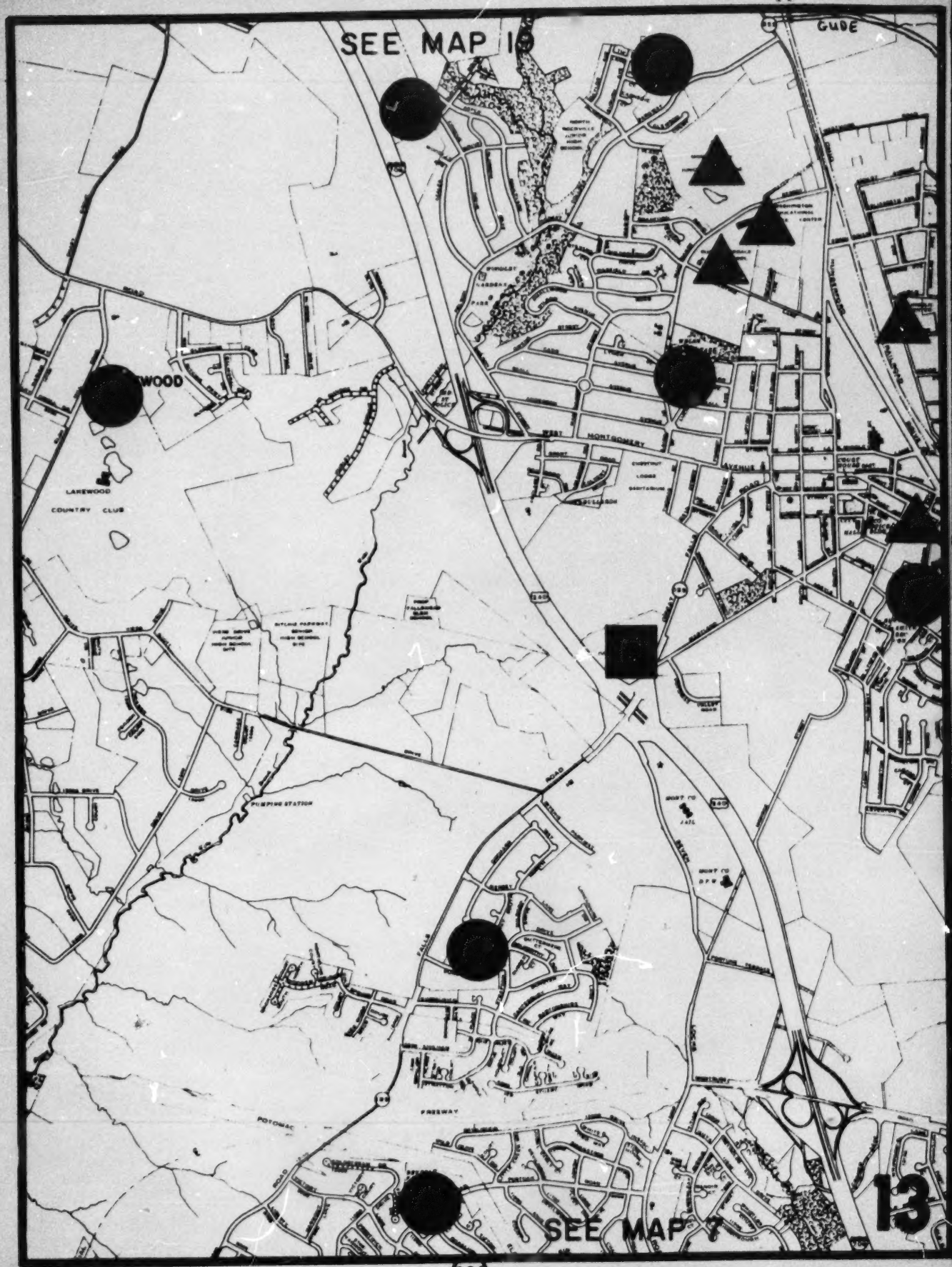
Mooers, Robert L. Finding Your Way in the Outdoors: Compass Navigation, Map Reading, Route Finding, Weather Forecasting. (An Outdoor Life Book) New York: Dutton, 1972. 275 pp., $5.95. (Booklist 9/15/73, p. 62)

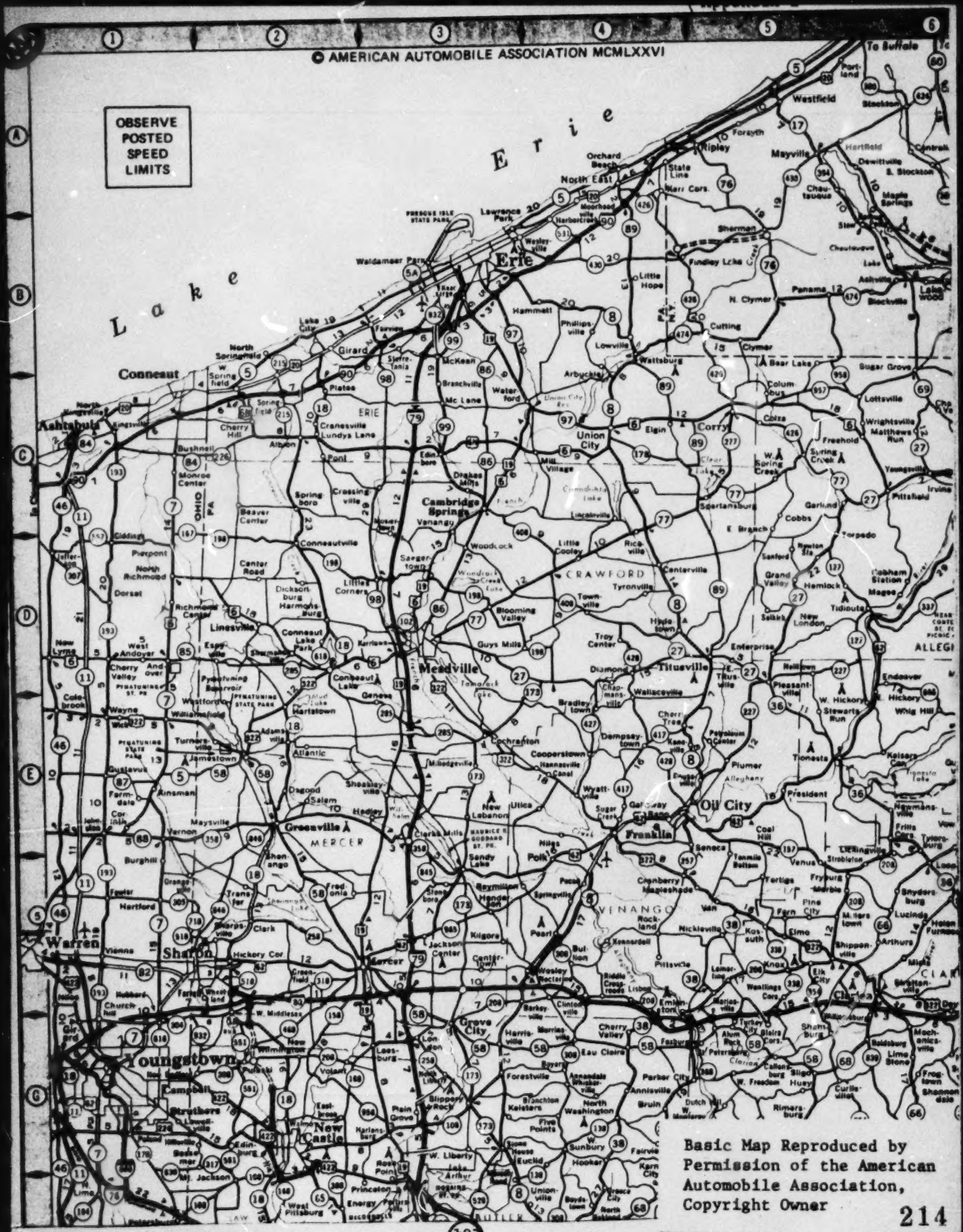
Illustrated informative guide on reading and using the three basic types of compasses popular with outdoor people, gives practical instructions for map reading, route navigation and weather forecasting.

Tomkinson, Michael. Tunisia: A Holiday Guide. New York: Scribner, 1971. 960 pp., $4.96. (Library Journal Book Review, 1971, p. 265)

American edition of a British guide book - Good to have before and while in Tunisia. Information on geography, climate, customs, hotels, language, what to wear, where to go, and what to do - numerous photos and maps. Small enough to carry.

U.S. Dept. of Transportation. 1972 National Transportation Report: Present Status - Future Alternatives. (S/N 5000-00058, 437 pp., $3.25) Washington, D.C., U.S. Government Printing Office.


SEE MAP 10
GUDE
WOOD
LAKEWOOD
COUNTRY CLUB
WEST MONTGOMERY
AVENUE
PUMPING STATION
POTOMAC
FREEWAY
SEE MAP 7
13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OBSERVE POSTED SPEED LIMITS
Lake Erie
Erie
Conneaut
Ashtabula
Girard
North Springfield
Cranesville
Lundys Lane
Albion
Edinboro
Cambridge Springs
Meadville
Linesville
Conneaut Lake
Titusville
Oil City
Franklin
Venango
Warren
Sharon
Youngstown
New Castle
Grove City
Mercer
Greenville
Union City
Corry
Wattsburg
Girard
Westfield
Ripley
Mayville
Chautauqua
Panama
Lakewood
Sugar Grove
Lottsville
Wrightsville
Matthews Run
Freehold
Spring Creek
Pittsfield
Irvine
Garland
Cobbs
Torpedo
Cobham Station
Magee
Tidioute
Hamlock
Grand Valley
Sanford
Renton
New London
Enterprise
Pleasantville
Endeavor
Stewarts Run
Whig Hill
Tionesta
Kelsos Corners
Plumer
President
Coal Hill
Venus
Fryburg
Marble
Snyders burg
Lucinda
Shippenville
Arthurs
Elk City
Knox
Clarion
Strattonville
Callensburg
Sligo
Huey
Rimersburg
Curllsville
Mechanicsville
Baldsburg
Lime Stone
Frogtown
Shannondale
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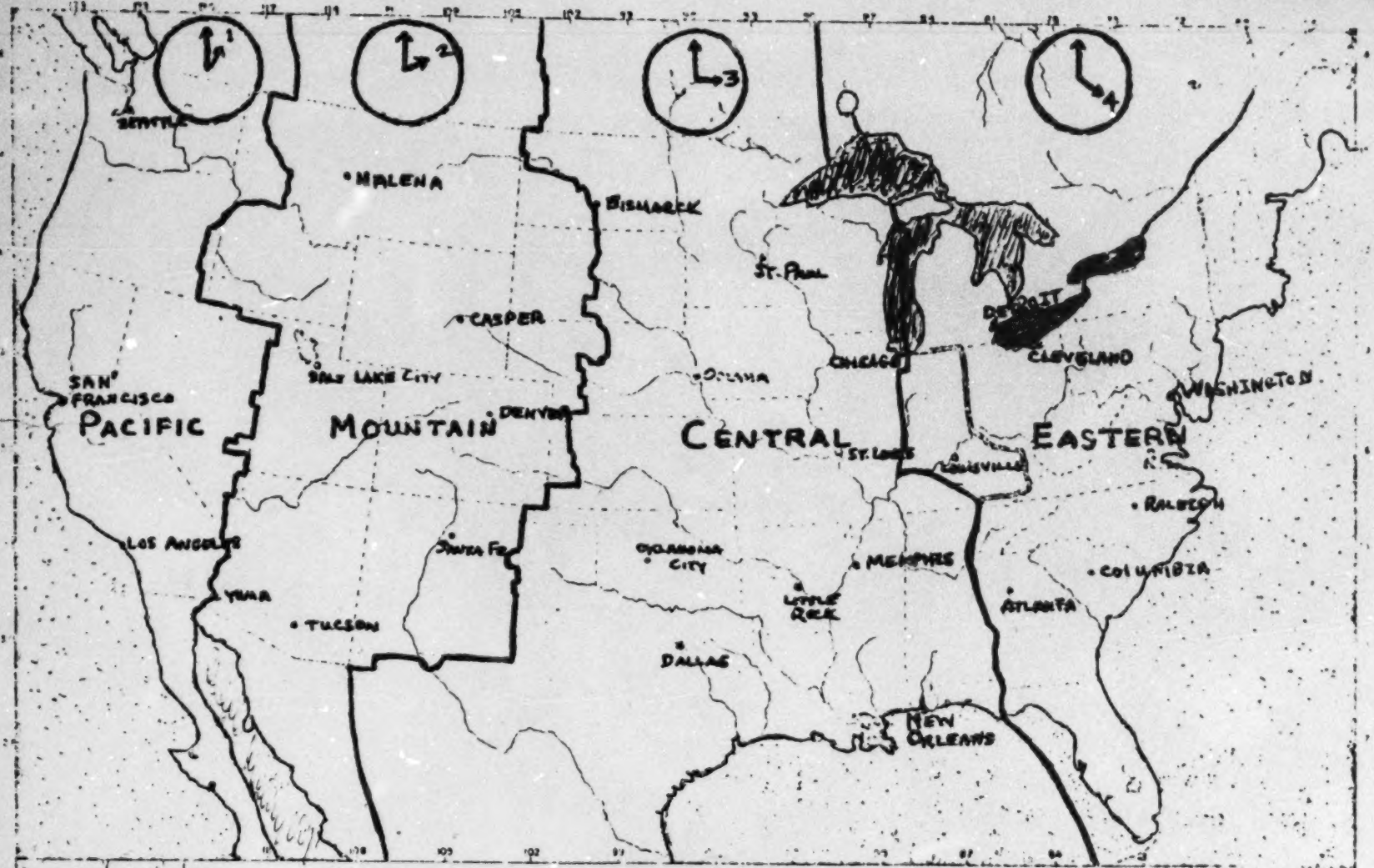

UNITED STATES

LEGEND

TIME ZONES

198

215

216

Foreign Exchange

NEW YORK (AP) — Monday Foreign Exchange in dollars and decimals of a dollar. New York prices at 2 p.m.

	Mon.	Fri.
Argentina (peso)	.0085	.0085
Australia (dollar)	1.2350	1.2350
Austria (schilling)	.0545	.0550
Belgium (franc)	.025220	.025300
Brazil (cruzeiro)	.1000	.1000
Britain (pound)	1.7750	1.7775
30 Day Futures	1.7660	1.7663
60 Day Futures	1.7560	1.7569
90 Day Futures	1.7480	1.7473
Canada (dollar)	1.0310	1.0290
Colombia (peso)	.0035	.0035
Denmark (krone)	.1650	.1640
France (franc)	.2110	.2120
Holland (guilder)	.3660	.3660
Hong Kong (dollar)	.2025	.2035
Israel (pound)	.1300	.1300
Italy (lira)	.001175	.001185
Japan (yen)	.003350	.003358
Mexico (peso)	.0801	.0801
Norway (krone)	.1810	.1810
Portugal (escudo)	.0325	.0330
South Africa (rand)	1.1550	1.1530
Spain (peseta)	.0150	.0150
Sweden (krona)	.2250	.2260
Switzerland (franc)	.4025	.4030
Venezuela (bolivar)	.2335	.2335
W. Germany (dchmark)	.3890	.3900

NEW YORK - FLORIDA LINE
(Fares subject to change)
ONE-WAY COACH FARES
(Double for round-trip)
(Sample fares between stations in Florida are shown in Chicago - Florida Line fares.)

BETWEEN / AND	New York	Philadelphia	Baltimore	Washington	Richmond	Raleigh	Columbia	Charleston	Savannah
	$	$	$	$	$	$	$	$	$
Richmond	23.00	17.50	10.50	7.50	—	9.25	20.50	22.00	28.00
Raleigh	31.50	26.00	19.00	16.50	9.25	—	11.50	—	9.50
Columbia	42.50	36.50	29.00	27.50	20.50	11.50	—	—	8.25
Rocky Mount	30.00	24.00	17.00	15.00	7.50	—	—	16.00	21.50
Fayetteville	34.00	28.50	21.50	19.00	12.50	—	—	10.50	17.00
Florence	38.50	33.00	26.00	23.50	17.00	—	—	6.00	12.50
Charleston	44.00	38.00	31.00	29.00	22.00	—	—	—	6.50
Savannah	48.00	42.50	37.50	35.00	28.00	19.50	8.25	6.50	—
Jacksonville	54.00	49.50	45.00	42.50	35.50	27.50	16.00	15.00	8.00
Winter Park	61.00	57.00	52.00	50.00	43.50	35.00	24.00	22.00	16.50
Orlando	61.00	57.00	52.00	50.00	43.50	35.00	24.00	22.00	16.50
Palm Tree	61.00	57.00	52.00	50.00	43.50	35.00	24.00	22.00	16.50
Lakeland	63.00	60.00	55.00	54.00	46.50	38.00	27.00	25.50	19.00
Tampa	66.00	62.00	57.00	55.00	48.50	39.50	28.50	27.50	21.00
Clearwater	66.00	62.00	57.00	55.00	48.50	39.50	28.50	27.50	21.00
St. Petersburg	66.00	62.00	57.00	55.00	48.50	39.50	28.50	27.50	21.00
Ocala	60.00	55.50	50.00	48.50	41.50	32.00	21.50	19.50	14.50
West Palm Beach	64.00	64.00	61.00	60.00	52.00	43.00	32.00	30.50	24.50
Fort Lauderdale	72.00	69.00	64.00	63.00	55.00	47.50	36.50	34.50	28.00
Miami	72.00	69.00	64.00	63.00	55.00	47.50	36.50	34.50	28.00

CHICAGO - FLORIDA LINE
(Fares subject to change)
ONE-WAY COACH FARES
(Double for round-trip)

BETWEEN / AND	Chicago	Indianapolis	Louisville	Nashville	Birmingham	Jacksonville	Ocala	St. Petersburg	Miami
	$	$	$	$	$	$	$	$	$
Chicago	—	10.50	17.50	26.50	35.50	56.00	63.00	67.00	74.00
Indianapolis	10.50	—	7.25	16.00	25.50	46.00	53.00	57.00	63.00
Louisville	17.50	7.25	—	9.00	18.50	39.00	46.00	49.50	56.00
Nashville	26.50	16.00	9.00	—	10.00	30.50	37.00	41.50	47.00
Birmingham	35.50	25.50	18.50	10.00	—	21.00	27.50	31.50	37.50
Montgomery	40.00	30.00	23.00	15.00	5.00	18.50	25.50	29.50	35.50
Dothan	46.00	35.50	28.50	20.00	10.50	13.00	20.00	23.50	30.00
Valdosta	52.00	42.00	35.00	26.50	16.50	7.00	13.50	18.00	23.50
Jacksonville	56.00	46.00	39.00	30.50	21.00	—	8.00	13.50	19.50
Winter Park	63.00	53.00	46.00	37.00	27.50	8.00	1.25	8.00	14.50
Orlando	63.00	53.00	46.00	37.00	27.50	8.00	—	8.00	14.50
Palm Tree	63.00	53.00	46.00	37.00	27.50	8.00	1.25	8.00	14.50
Lakeland	66.00	55.00	48.00	39.50	30.00	10.50	3.50	5.00	*18.00
Tampa	67.00	57.00	49.50	41.50	31.50	12.00	5.00	3.50	*19.50
Clearwater	67.00	57.00	49.50	41.50	31.50	12.50	7.00	1.75	*21.50
St. Petersburg	67.00	57.00	49.50	41.50	31.50	13.50	8.00	—	*22.50
Ocala	61.00	51.00	43.50	35.00	25.50	5.25	—	—	16.00
West Palm Beach	70.00	60.00	53.00	43.50	34.50	16.00	10.50	*18.50	3.75
Fort Lauderdale	74.00	63.00	56.00	47.00	37.50	18.50	12.50	*20.50	1.75
Miami	74.00	63.00	56.00	47.00	37.50	19.50	14.50	*22.50	—

CHILDREN'S FARES—Children 2 years of age and under 12 are charged one-half the adult fare (or family plan fare if applicable). One child under 2 years of age not occupying a separate seat or accommodation may travel free with each person 12 years of age or over. Children under 2 in excess of this number are charged the fare for children 2 years of age and under 12 (family plan fare if applicable).

Amtrak "Fun in the Sun" Kits
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Handy Amtrak travel kit containing Sun Tan Lotion, First Aid Cream, and Insect Repellent now available for $1.25 each, plus state and local taxes. Send money order or check to Amtrak "Fun in the Sun."

Amtrak's thrifty Family Plan. It makes taking the family a lot easier to take.

Never give up a family trip by Amtrak until you see how much you can save by using Amtrak's money-saving Family Plan.

Head of the family pays full fare. Nobody else does. Spouse saves a full 25%. All children two through twenty-one also save 25% over their normal fare. Children under two usually go free. (One child under two not occupying a seat may travel free for each passenger in a group twelve years or older.)

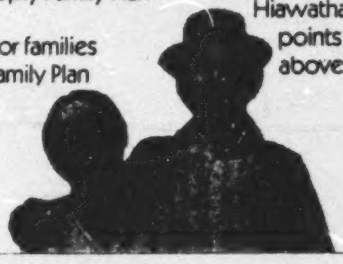
Now Amtrak has expanded the Family Plan to include even more trips. Today the Family Plan applies wherever the regular one-way coach fare is $20 or more and on all trains except Metroliners. You can even apply Family Plan savings to first-class tickets.

The train is the ideal way for families to travel together. Use our Family Plan to take your family along.

Typical Savings on Amtrak's Family Plan

	New York to Miami	Chicago to Denver	Los Angeles to Seattle
Head of family– full fare	$72.00	$56.75	$64.25
Spouse– 25% off	54.00	43.00	48.50
Children 12 through 21– 25% off	54.00	43.00	48.50
Total	$180.00	$142.75	$161.25

Family Plan savings are good only on trips Mondays through Thursdays and Saturdays except for three routes where they apply every day. New Orleans-Los Angeles. St. Louis-Laredo. Minneapolis-Seattle on the North Coast Hiawatha and for through travel on this train between points east and west of Minneapolis. Fares shown above are one-way coach. All fares subject to change.



Amtrak

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To ORLANDO, FLA. EDT MCO

From TERRE HAUTE, IND.-CONT.

L	109.25	8.74	114.00	Y		(BJF/TPA)				
M	108.00	8.48	113.48	Y		(CJ/)				
N	108.00	8.00	106.00	Y		(VH)				
P	95.00	7.60	102.60	Y		JT				
Q	94.00	7.60	102.60	Y		(BJF)				
	7:00a	12:47p	M EA	331		F/Y	725	B	1	
(CN)	8:54a	ATL	11:36a EA	141		F/Y	725	L/B	0	
857	7:30a	12:09p	M AA	440		F/Y	725	B	0	
(DP)	8:41a	LGA	9:45a EA	151		F/Y	L10	S	0	
	7:30a	12:15p	M AC	721		F/Y	D95	B	0	
(AJ)	7:54a	ORD	2:04a DL	249		F/Y	725	B	0	
	8:00a	1:07p	M AA	265		F/Y	D10	B/S	0	
(AJ)	8:24a	ORD	9:45a EA	637		F/Y	D95	B	0	
	8:58a	2:15p	M AC	774		F/Y	D95		0	
(DH)	10:16a	JFK	11:56a EA	861		F/Y	L10	L	0	
	8:55a		2:56p M EA	329		F/Y	725	L	0	
(CN)	10:57a	ATL	1:40p EA	382		F/Y	L10	S/	0	
225	10:35a		3:21p M AC	402		F/Y	DC8	L	0	
(DP)	1:58p	TPA	2:56p NA	448		F/Y	95		0	
(AJ)	11:00a		3:40p M DL	993		S	D95		0	
(EP)	11:45a	DTW	1:30p DL	757		F/Y	D95	L	0	
	1:55p		6:10p M EA	425		F/Y	D95	S	1	
(CN)	4:54p	ATL	4:55p EA	82		F/Y	727	S	0	
	2:10p		8:05p M AC	725		F/Y	725		0	
(AJ)	2:30p	ORD	4:50p DL	255		F/Y	725	D	0	
	3:00p		8:47p M AC	788		F/Y	D95		0	
(DH)	4:25p	JFK	6:10p EA	139		F/Y	D95	D	0	
	3:45p		8:17p M AA	511		F/Y	725		1	
(HQ)	6:23p	DCA	7:25p NA	402		F/Y	725	D	0	
	5:00p		9:30p M EA	345		F/Y	727	D	1	
(BL)	7:05p	ATL	8:10p DL	1149		F/Y	L10		0	
	4:03p		9:33p M EA	345		F/Y	727	D		
(CN)	7:25p	ATL	8:10p EA	806		F/Y	L10	S/	0	
	7:40p		12:20a M EA	345		F/Y	727	D		
(FK)	8:16p	ORD	9:05p DL	585		FN/YN	D95	S/	0	
				DISCONTINUED AFTER JUN12						
	7:40p		12:24a M UA	685		F/Y	727	D	0	
(FK)	8:16p	ORD	9:05p EA	457		FN/YN	D95	S/	0	
				DISCONTINUED AFTER JUN12						
	7:45p		12:24a M UA	685		F/Y	727	D	0	
(FK)	8:12p	ORD	9:05p DL	585		FN/YN	D95	S/	0	
				EFFECTIVE JUN13						
	7:45p		12:24a M UA	685		F/Y	727	D	0	
(FK)	8:12p	ORD	9:05p EA	457		FN/YN	D95	S/	0	
				EFFECTIVE JUN13						
X6	8:30p		1:14a M AA	502		F/Y	D10		0	
(JP)	9:45a	LGA	10:55a EA	421		FN/YN	D95	S/	0	

TRENTON, N.J. EDT YTN

CONNECTIONS

A	131.48	10.52	142.00			CC			
B	127.78	10.22	138.00			CC			
C	85.18	6.81	91.99			CC-T			
D	83.33	6.67	90.00			CC			
E	83.33	6.67	90.00	Y		(TPA)			
F	83.33	6.67	90.00	Y		JT			
X67	6:15p		10:46a M AL	1280		A	N26		0
(BE)	6:35a	PHL	8:35a EA	87		F/Y	L10	B	0
X7	7:55p		11:41a M AL	1460		A	N26		0
(AC)	8:15a	ENR	9:25a NA	125		F/Y	725	B	0
	9:29a		4:24p M AL	1280		A	N26		0
(BD)	9:40a	PHL	1:40p DL	577		F/Y	D95	L	1
X7	11:18a		4:24p M AL	1460		A	N26		0
(BD)	11:30a	PHL	1:40p DL	577		F/Y	D95	L	1
X7	1:00p		7:44p M AL	1280		A	N26		0
(BD)	1:20p	PHL	2:45p NA	415		F/Y	727	D	1
X6	2:55p		7:44p M AL	1280		A	N26		0
(BD)	2:15p	PHL	2:45p NA	415		F/Y	727	D	1

TRI-CITY AIRPORT, TENN. EDT TRI

CONNECTIONS

A	81.44	7.55	88.99	F		CC-T			
B	81.48	6.52	88.00	Y		JT			
C	58.37	4.74	64.00	Y		JT			
D	45.37	3.63	49.00	Y		(CAE)(TPA)			
E	45.37	3.63	49.00	Y		(MLB)			
	8:45a		11:00a M SO	411		S	DC9	S	1
(A)	7:00a	BNA	8:10a SO	215		S	DC9	B	1
	8:43a		11:46a M PI	23		S	737	S	0
(BC)	9:36a	ATL	10:34a DL	1147		F/Y	L10	S/	0
	1:26p		5:36p M PI	1		S	737		0
(BC)	2:07p	ATL	4:21p DL	149		F/Y	725	S/	0
	4:29p		7:27p M PI	916		S	Y11		0
(BC)	8:29p	ATL	6:15p DL	831		F/Y	DC8	D	0
	8:52p		1:54a M PI	48		S	737		1
(DD)	10:16p	ATL	12:42a DL	1095		FN/YN	L10		0
	8:52p		1:54a M PI	48		S	737		1
(EE)	10:16p	ATL	12:43a EA	476		FN/YN	725		0
	8:52p		1:54a M PI	48		S	737		0
(DD)	10:07p	ATL	12:42a DL	1095		FN/YN	L10		0
	9:20p		1:54a M PI	39		S	737		0
(EE)	10:07p	ATL	12:43a EA	476		FN/YN	725		0

TUCSON, ARIZ. EDT TUS

CONNECTIONS

A	174.65	14.35	189.00	F		JT			
B	166.66	13.34	180.00	Y		JT			
C	128.71	10.58	139.29	Y		JT			
	12:54p		12:04a M AA	236		FN/YN	707	S	0
(BB)	8:04a	ORD	7:15a SO	317		S	DC9	BS	2
	8:30a		5:11p M AA	132		F/Y	707	B	0
(AC)	12:25p	DFW	2:06p DL	922		F/Y	D85	L	0
	12:54p		12:04a M AA	236		•	707	SD	2
(•)	8:22p	ORD	9:05p DL	585		FN/YN	D95	S/	0
						AA 336	F/Y-EL-P-F/Y-K		
						AA 336	F/Y-L-A-F/Y		

TULSA, OKLA. CST TUL

CONNECTIONS

A	129.63	10.37	140.00			(CD)(FSH)			
B	89.37	7.63	103.00	Y		(FLL)			
C	87.96	7.04	95.00	Y		JT			
	10:45a		1:30p M OZ	992		S	D95		2
(AB)	12:39p	STL	2:09p EA	83		F/Y	D95	S	1
	1:05p		8:52p M PI	581		S	CV5		1
(C)	4:37p	MEM	5:15p SO	229		S	DC9	D	2

VERO BEACH, FLA. EST VRB

			1.31	1.53	28.64	41.25			
				COMMUTER AIR CARRIERS					
X67	8:20p		9:34p M WC	25		A	PNP		0

WASHINGTON, D.C. EST WAS

CONNECTIONS

				PASS					
		F	97.22	7.78	105.00	210.00			
		S	78.37	6.63	85.00	170.00			
		Y	70.37	6.63	76.00	152.00			
		YN	57.00						
			30 CD/T $ 14 DAY			114.00			
			30 CV/10 M 30 DAY			114.00			
			CV/10 YT 30 DAY			114.00			
	8:00a	L	9:46a M EA	320		F/Y	725	B	0
	9:10a	L	11:02a M NA	371		F/Y	725	B	0

CONT. NEXT COLUMN

To ORLANDO, FLA. EDT MCO

From WASHINGTON, D.C.-CONT.

	11:20a	D	4:26p M	SO	713	S	DC9	L	4
	12:10p	N	2:54p M	EA	875	F/Y	D95	L	0
	7:25p	N	9:17p M	NA	403	F/Y	725	D	0
			CONNECTIONS						
A	97.22	7.78	105.00	F		JT/THRU			
B	70.37	5.63	76.00	FN/Y		JT/THRU			
C	56.48	4.52	61.00	YN		THRU			
	7:51a	N	11:46a M	DL	125	F/Y	725	B	0
(AB)	9:22a	ATL	10:34a	DL	1147	F/Y	L10	S/	0
	8:05a	N	11:25a M	EA	385	F/Y	D95	S	0
(AB)	8:10a	CLT	10:10a	EA	381	F/Y	D95		0
	10:00a	N	1:45p M	DL	264	F/Y	725		0
(AB)	11:27a	ATL	12:33p	DL	1153	F/Y	L10	L	0
	11:10a	N	2:54p M	EA	139	F/Y	725	L	0
(AB)	12:41p	ATL	1:40p	EA	285	F/Y	L10	S/	0
	1:15p	N	4:26p M	EA	869	F/Y	D95	L/S	0
(AB)	2:35p	JAX	3:56p	DL	577	F/Y	D95		0
	1:55p	N	5:30p M	DL	327	F/Y	725	S/	0
(AB)	3:26p	ATL	4:21p	DL	149	F/Y	725	S/	0
	2:27p	N	5:10p M	EA	143	F/Y	725	S/	0
(AB)	4:50p	ATL	4:55p	EA	82	F/Y	727	S	0
	2:35p	I	7:27p M	DL	126	F/Y	725		1
(AB)	5:12p	ATL	6:15p	DL	831	F/Y	DC8	D	0
	3:20p	D	7:27p M	DL	107	F/Y	747		0
(AB)	4:59p	ATL	6:15p	DL	831	F/Y	DC8	D	0
	3:45p	N	7:27p M	DL	126	F/Y	725		0
(AB)	5:12p	ATL	6:15p	DL	831	F/Y	DC8	D	0
	5:35p	N	9:33p M	EA	137	F/Y	725	D	0
(AB)	7:31p	ATL	8:10p	EA	806	F/Y	L10	S/	0
	6:00p	N	9:30p M	DL	303	F/Y	725	D	0
(AB)	7:27p	ATL	8:10p	DL	1149	F/Y	L10		0
	7:51p	N	11:40p M	EA	593	F/Y	D95	S	0
(AB)	9:29p	ATL	10:36p	EA	471	FN/YN	D95		0
	10:00p	N	1:54a M	DL	231	FN/YN	725		0
(BC)	11:27p	ATL	12:42a	DL	1095	FN/YN	L10		0
	10:00p	N	1:54a M	EA	223	FN/YN	725		0
(BB)	11:27p	ATL	12:42a	DL	1095	FN/YN	L10		0
	10:00p	I	1:54a M	DL	699	FN/YN	D95		0
(BC)	11:27p	ATL	12:42a	DL	1095	FN/YN	L10		0
	10:00p	I	1:54a M	DL	699	FN/YN	D95		0
(BB)	11:36p	ATL	12:43a	EA	476	FN/YN	725		0
	10:00p	N	1:54a M	EA	459	FN/YN	D95		0
(BB)	11:27p	ATL	12:42a	DL	1095	FN/YN	L10		0
	10:00p	N	1:54a M	EA	459	FN/YN	D95		0
(BC)	11:27p	ATL	12:43a	EA	476	FN/YN	725		0

WATERLOO, IOWA CDT ALO

CONNECTIONS

A	148.15	11.85	160.00	F		JT			
B	105.56	8.44	114.00	Y		JT			
	6:56a		1:07p M	OZ	980	S	D95		1
(AB)	8:05a	ORD	9:45a	EA	637	F/Y	D95	S	0

WEST PALM BEACH, FLA. EDT PBI

CONNECTIONS

		Y	97.22	7.78	105.00				
		F	37.04	2.96	40.00	80.00			
		NA	F	37.04	2.96	40.00	80.00		
			A	28.15	2.24	30.39	57.78		
			Y	27.78	2.22	30.00	54.00		
		NA	Y	25.85	2.15	28.00	50.00		
			YN	20.00					
		NA	YN	22.00					
	8:20a		8:56a M	EA	210	F/Y	D95		0
	8:54a		9:27a M	DL	640	F/Y	DC8		0
	1:18p		1:54a M	DL	342	F/Y	725		0
	5:55p		6:31p M	NA	424	F/Y	727		0
			COMMUTER AIR CARRIERS						
X6	3:30p		4:35p M	SS	104	A	DC3		0

WICHITA FALLS, TEXAS CST SPS

CONNECTIONS

X6	3:20p		9:26p M	TT	911	S	DC9		0
(•)	3:54p	DFW	5:15p	EA	501	•	D95	D	1
					EA 501	F/Y-TPA-F/Y-J			

WILKES-BARRE/SCRANTON, PA. EDT AVP

CONNECTIONS

A	112.96	9.04	122.00	F		JT/THRU			
B	80.56	6.44	87.00	Y		JT/THRU			
	7:00a		12:31p M	AL	875	S	D95	S	0
(AB)	7:52a	PIT	10:35a	EA	367	F/Y	725	L	0
	9:25a		2:04p M	EA	177	F/Y	725		0
(AB)	10:57a	DCA	12:10p	EA	875	F/Y	D95	L	0
	4:15p		9:17p M	EA	137	F/Y	725		0
(AB)	4:57p	DCA	7:25p	NA	403	F/Y	725	D	0

WINNIPEG, MAN. CST YWG

CONNECTIONS

A	169.41	11.59	181.00			CC			
B	132.74	10.42	143.16			CC			
	7:20a		2:21p M	NW	704	F/Y	D10	B	0
(•)	8:32a	MSP	9:34a	EA	735	•	727	B	1
						EA 735	F/Y-TPA-F/Y-J		
				DISCONTINUED AFTER JUN 5					
	7:25a		2:21p M	NW	704	F/Y	D10	B	0
(•)	8:37a	MSP	9:34a	EA	735	•	727	B	1
				DISCONTINUED AFTER JUN 6					
						EA 735	F/Y-TPA-F/Y-J		
	5:00p		12:24a M	NW	474	F/Y	727	D	1
(AB)	8:06p	ORD	9:05p	EA	457	FN/YN	D95	S/	0

To OSHKOSH, WIS. CST OSH

3.0 M, DW 30 MIN L $1.00 RA

From BALTIMORE, MD. EST BAL

CONNECTIONS

A	91.15	7.85	106.00	F		JT			
B	91.15	7.85	106.00	F		(CRB)			
C	75.00	6.00	81.00	Y		JT			
X6	8:10a		12:10p	UA	293	F/Y	DC8	B	0
(BC)	9:04a	ORD	11:25a	NC	217	S	CV5		0
				DISCONTINUED AFTER JUN 5					
X67	8:15a		12:10p	TW	381	F/Y	725	B	0
(AC)	9:04a	ORD	11:25a	NC	217	S	CV5		0
				DISCONTINUED AFTER JUN 5					
	10:30a		1:49p	TW	25	F/Y	707		0
(AC)	11:15a	ORD	1:10p	NC	295	S	D95		0
	11:25a		1:49p	UA	121	F/Y	727	L	0
(BC)	12:15p	ORD	1:10p	NC	295	S	D95		0
X6	1:30p		5:05p	UA	223	F/Y	DC8	S	0
(BC)	2:40p	ORD	4:20p	NC	810	S	CV5		0
				DISCONTINUED AFTER JUN12					
X6	2:00p		5:05p	UA	793	F/Y	727	S	0
(BC)	2:50p	ORD	4:20p	NC	810	S	CV5		0
				EFFECTIVE JUN13					
	4:05p		7:13p	TW	149	F/Y	707	D	0
(AC)	5:01p	ORD	6:30p	NC	297	S	CV5		0
				DISCONTINUED AFTER JUN14					
X	4:15p		7:15p	UA	741	F/Y	727	S	0
(BC)	5:07p	ORD	6:30p	NC	297	S	CV5		0
				DISCONTINUED AFTER JUN13					
X6	4:30p		7:15p	UA	741	F/Y	727	S	0
(BC)	5:22p	ORD	6:30p	NC	297	S	CV5		0
				DISCONTINUED AFTER JUN12					

CONT. NEXT COLUMN

To OSHKOSH, WIS. CST OSH

From BALTIMORE, MD.-CONT.

	4:30p		7:13p	UA	741	F/Y	727	B	0
(BC)	5:24p	ORD	6:30p	NC	297	S	CV5		0
				EFFECTIVE JUN13					
	6:15p		11:25p	TW	149	F/Y	707	L	0
(AC)	7:11p	ORD	10:40p	NC	215	S	CV5		0
				EFFECTIVE JUN15					
	7:20p		11:25p	UA	821	F/Y	727	D	0
(BC)	8:12p	ORD	10:40p	NC	215	S	CV5		0
				EFFECTIVE JUN 6					
	7:20p		11:52p	UA	821	F/Y	727	D	0
(BC)	8:12p	ORD	10:35p	NC	215	S	CV5		1
				DISCONTINUED AFTER JUN 5					

BURBANK, CALIF. PST BUR

CONNECTIONS

A	184.44	15.56	210.00	F		JT			
B	157.04	13.24	170.28	Y		JT			
C	132.41	10.59	143.00	Y		(AJW)			
X6	11:35a		8:45p	CO	281	F/Y/K	723	L	1
(ABC)	1:00p	ORD	8:00p	NC	221	S	CV5		0

CHICAGO, ILL. CST CHI

CONNECTIONS

(WASHINGTON)—BALTIMORE—NEW YORK

NORTHBOUND—READ DOWN

Folder No. 127 (ET) 9-5-73

Trip Number →																														
Daily/Daily except Sat./Daily except Sun.																														
Folder No. 127 (ET) 9-5-73																														
♦WASHINGTON, D.C.	B	Lv	12 15								5 00	5 45	7 00			9 00	9 30	10 05				1 00									
♦Silver Spring, Md.	B														9 00			11 05												
♦Laurel															9 25															
♦Baltimore		Ar	1 10								5 55	6 40	7 55			9 55	10 25	11 55				1 50									
♦Baltimore		Lv	1 15	1 30	3 30	4 00					6 00	6 45	8 00			10 00	10 30	12 01				2 00									
Joppatowne				f	f	f					f	f	f			f	f	f				f									
♦Edgewood Road				2 03		ss					7 23						11 08	12 33													
♦Aberdeen				2 15		4 45					7 35						11 20	12 50													
♦Perryville				2 25		4 55					7 45						11 30	1 10													
Northeast Jct. (Johnie's Texaco)				f		f					f						f	f													
Elkton Jct., Md. (Rts. 40-213-280)				f		f					f						f	f													
♦State Road, Del. (Clemente's)		Ar		3 00		5 00					8 20						12 55	1 40													
♦State Road, Del. (Clemente's)		Lv		3 10		5 20	4 00				8 35		10 00				13 00	2 00	2 30												
♦Wilmington, Del.																															
♦Westampton (NJTP #6), N.J.	♦																														
♦East Brunswick	♦																														
♦Newark	♦																														
♦Jersey City, N.J.	♦																														
♦NEW YORK, N.Y.		Ar	4 45	5 45	7 00	8 40	4 35				9 30	11 10	11 35			12 40	1 55	3 30				4 35									

BUS SCHEDULE INFORMATION

I. Bold face type - p.m.

Light face type - a.m.

II. Roman type - thru schedule

Italic type - connecting service

III. Symbol Meaning

♦ Interstate only

\# Rest stop

Saturday only

• Friday and Sunday only

f Stops to receive and discharge passengers

ss Station stop

Operates via I-295 between New Jersey Turnpike and Delaware Memorial Bridge

B No passenger carried whose entire ride is between Washington, D. C. and Silver Spring, Maryland

⊕ Change buses